DOCUMENT RESUME

ED 349 452 CE 061 960

TITLE	Workplace Learning Curriculum Guides. Volume VIII: Enhanced Basic Skills--Listening Skills, Communications, Speech, Self-Esteem, Individual Workplace Skills.
INSTITUTION	Colorado Community Coll. and Occupational Education System, Denver.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	92
CONTRACT	V198A1028191
NOTE	296p.; For other volumes in this series, see CE 061 952-959.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Adult Literacy; *Communication Skills; Curriculum Guides; Interpersonal Communication; *Job Skills; *Listening Skills; *Self Esteem; *Speech Skills; Teamwork; *Time Management
IDENTIFIERS	*Workplace Literacy

ABSTRACT

This volume, the last of a series of eight curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, contains 11 workplace literacy courses on enhanced basic skills including listening skills, communications, speech, self-esteem, and individual workplace skills. Introductory materials include a table of contents and a list of the curriculum topics contained in each of the eight guides. The 11 courses are as follows: (1) listening to difficult people; (2) communication styles; (3) getting the right message; (4) communicating; (5) overview of communications for team building; (6) interpersonal communications; (7) speaking skills for the workplace (Community College of Denver); (8) speaking skills for the workplace (Pueblo Community College); (9) self-esteem workshop; (10) self-esteem in the workplace; and (11) time management workshop for the workplace. Each course contains some or all of the following information: title; abstract; objectives; benefits; timing; setting and materials; workshop notes; workshop plan/syllabus; conclusions; assignments; examinations; activities; handouts; overheads; and acknowledgements/bibliography. (NLA)

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Volume VIII: Enhanced Basic Skills - Listening Skills
Communications
Speech
Self-Esteem
Individual Workplace Skills

Courses

Listening to Difficult People
Communication Styles
Getting the Right Message
Communicating! A Workshop
Overview of Communications for Teambuilding
Interpersonal Communications
Speaking Skills for the Workplace (CCD)
Speaking Skills for the Workplace (PCC)
Self-Esteem Workshop
Self-Esteem in the Workplace
Time Management Workshop for the Workplace

Curriculum Guides

Colorado Workplace Learning Initiative: Skills for Productivity and Career Enhancement (1991 - 92)

Contact: Colorado Community College & Occupational Education System (303-620-4000)

Volume I:	Basic Skills -	Math
Volume II:	Basic Skills -	English as a Second Language (ESL)
Volume III:	Basic Skills -	Reading Writing
Volume IV:	Basic Skills -	General Educational Development (GED)
Volume V:	Function Skills -	Computer Proficiency Safety Basics Spanish
Volume VI:	Enhanced Basic Skills -	Learning to Learn Career Planning
Volume VII:	Enhanced Basic Skills -	Teams and Teamwork Problem - Solving, Decision - Making, & Critical Thinking Stress Management
Volume VIII:	Enhanced Basic Skills -	Listening Skills Communications Speech Self-Esteem Individual Workplace Skills

SUMMARY OF CURRICULUM TOPICS SUBMITTED FOR "THE COLORADO WORKPLACE LEARNING INITIATIVE: SKILLS FOR PRODUCTIVITY AND CAREER ENHANCEMENT"
1991 - 1992 PROGRAM

The program is described on the attached abstract. Contained in this series of curriculum guides are the outlines and notes for the topics covered according to the basic skills needs of the business partners. For more information, contact Colorado Community College and Occupational Education System, 303-620-4000.

COMMUNITY COLLEGE OF AURORA	COMMUNITY COLLEGE OF DENVER	COMMUNITY COLLEGE OF DENVER-TECH CENTER	PUEBLO COMMUNITY COLLEGE	PIKES PEAK COMMUNITY COLLEGE
Basic Skills				
math	math	math	math	math
English as a Second Language (ESL)		ESL		ESL
		reading	reading	reading & speed reading
writing				writing (3 part)
		GED	GED	
Functional (Job) Skills				
computer proficiency	computer proficiency and basic software skills	computer proficiency	computer proficiency	
			safety basics for the workplace	
Spanish			Spanish	
Enhanced Basic Skills				
		learning to learn		learning to learn
career planning	transfer techniques			career planning
teamwork				understanding team development process and teams
problem-solving			problem-solving	problem-solving
stress management	stress management		stress management	
listening skills	listening skills		listening skills	
interpersonal communications	conflict resolution		interpersonal communications	overview of communications and interpersonal communications
			speech	
		self-esteem in the workplace	self-esteem	
			individual workplace skills	

LISTENING

TO

DIFFICULT

PEOPLE

9. Listening to Difficult People on the Telephone

Objectives

By the end of this workshop you will be able to:

* Identify the sources of hostility
* Identify the feelings of speakers in difficult conversations
* Identify the feelings of the listener/responder in difficult situations
* Learn and practice coping behaviors

Timing

This workshop will last for 2 hours and 5 minutes.

Materials

You will need:

* A room large enough for a group of at least ten
* OHP and screen or blank wall
* Small paper umbrellas, available at notion or party shops, one per participant
* Flipchart
* Areas for group discussions
* OHPs x.1 to x.7
* Handout x
* Assignments x.1 to x.7

Workshop notes: Listening to Difficult People

These notes, together with OHPs x.1 and x.2, form the basis for a workshop briefing. Use examples from your own experience to illustrate key points.

People who deal with the public every day, especially in relatively anonymous situations such as directory assistance and long distance calling, are bound to deal with many persons in many moods. Just the fact of your and their being anonymous can bring out any free-floating aggressiveness from a caller.

Many of the callers will be in positive moods, but some will inevitably be in a less than positive frame of mind. Whether we like it or not, these moods affect our own and can often leave us feeling less than positive also.

For some callers, their negative frame of mind may be a normal part of their functioning. They may make all calls in the same frame of mind or at least present themselves in such a way that they always sound like they're mad at someone or maybe everybody.

Other callers are probably reacting to a situation at hand, such as having been given or believing they have been given the wrong number by another operator. They feel as if they have been wronged and lash out at whoever is on the opposite end of the line in order to restore their feelings of adequacy.

Other callers may be in a fine mood when they call but begin to feel less than positive during their conversation with you. Perhaps they have been given an answer they are not happy with and feel they must react in an aggressive way to get an answer that fits their purposes better.

Whatever the mood of the caller, it is always easier to conclude these conversations if the listener keeps a calm, cool-headed frame of mind and remembers that s/he is NOT the real focus of the attack.

Perhaps even more important is the idea that the person who seems to be the focus of the attack may be more powerful in the interaction than s/he realizes, and s/he need not be the HELPLESS victim but rather one who retains a portion of the control over the conversation.

Another approach suggests that persons learn and practice using I statements, rather than YOU statements. This technique works well in many face-to-face and telephone conversations.

A third approach recommends acknowledging the anger in a neutral tone before attempting to do anything about the anger. Once anger is acknowledged, it is easier to deal with. Denying that anger exists often makes it more explosive.

These techniques will be dealt with in more detail in the workshop.

Plan for Workshop 9

1. 10 mins. Using OPHs x.1 and x.2, introduce the objectives of the workshop. Use the Workshop Notes to give substance to your remarks. Use any examples that come out of your own experience.

2. 15 minutes. Hand out Assignment x.1 and allow participants five minutes to work on it alone. Then pool the group's ideas on newsprint. Allow ten minutes. Use OHP x.3 to show a neater version of the ideas which likely came up. To make the concept of the umbrella more memorable, distribute the paper umbrellas.

3. 15 minutes. Distribute Assignment x.2. Allow one minute for the first "drawing." Participants should form pairs, with the person designated as Listener facing you and the Speaker with his/her back to you.

   Before you start the exercise, assemble the Listeners and explain that they should listen silently to their Speaker. Allow ninety seconds. Then, at your signal, they should silently STOP listening; they can stare at the ceiling, shuffle papers, look around the room, listen to someone else, or touch up their manicure. Allow ninety more seconds.

   Then ask the pairs to switch roles.

   Ask everyone to return to their drawings. They can make any changes they like.

   Draw conclusions from the group.

4. 10 minutes. Distribute Assignment x.3. Allow participants to work alone.

5. 15 minutes. In groups of two or three, depending on total number present, participants should complete Assignment x.4. One person should be the recorder for the group. Use OHPs x.4 and x.5 to summarize the discussion and/or use newsprint.

6. 15 minutes. Introduce the concept of I and YOU statements. Use OHP x.6 to illustrate. Allow participants to work alone, and then pool the answers on the OHP in grease pen. (The answer to #2 could be the same as #1. N. 3 could be "I'll repeat that." Four could be the same as #3. Five could be "I'm doing my best to be helpful." Six could be " I'm frustrated to find clothes on the floor." Seven could be answered "I think this is hard to understand sometimes.")

7. 15 minutes. Allow participants five minutes to work in small groups. Then pool their answers on the OHP x.7.

8. 25 minutes. Role-play.

9. 5 minutes. Use any appropriate overhead projections to summarize the workshop. Distribute the printed handout.

A

Listening to Difficult People: Assignment x.1

A difficult person is on your line. The person complains, gets angry, accuses you, and tries to make you feel guilty for his/her problem. You don't even know the person, yet you are the focus of the attack.

Below, list as many reasons as you can that the person might be behaving this way. **None of the reasons can have ANYTHING to do with you.**

Using the sketch of the umbrella, write the reasons along the spokes.

(insert umbrella sketch here)

Keep this umbrella in mind. Use it anytime when you are the focus of an angry complainer.

Remember to RAISE YOUR UMBRELLA* and let the acid rain drain away without harming you.

*Adapted from ----------

Listening to Difficult People: Assignment x.2

A

Across the room, you see two strangers engage in a conversation. Without any further information, draw a circle around the person you think is controlling the conversation:

(print figure here)

Now find a partner in your group. Designate one person the listener and one person the speaker. All the listeners should exchange a few private words with the facilitator before the exercise begins in order to receive some special directions. All the listeners and none of the speakers should be able to see the facilitator.

Start the exercise at the facilitator's signal and watch for the second signal.

At the facilitator's second signal, partners switch roles.

After both persons have played both roles, make any revisions on your drawing that reflect modifications in your thinking.

(repeat the drawing here)

A

Listening to Difficult People Assignment x.3

Think of a difficult situation in which you have been involved at work and which you would like to have seen resolved more positively. Write down how the problem occurred; who was involved; what actually happened; and how you felt about the interchange. You could consider telephone conversations or encounters with other workers or staff people.

The Problem:

Who was involved:

What actually happened:

How you felt about what occurred:

Adapted from Twenty Training Workshops for Listening Skills, Sproston and Sutcliffe

A

Listening to Difficult People: Assignment x.5

Note the OHP (x.6) the facilitator is using to introduce the topic of I Statements vs YOU Statements.

Notice the difference in feeling that YOU statements create. Often it's very negative. I statements, on the other hand, are usually at least neutral and often have a more positive effect.

Below, there are some work and homefront statements for you to practice on. Try to make each negative YOU statement at least neutral by re-writing it as an I statement.

1. You're talking too fast.

2. I

3. You're asking several things at once.

4. I

5. You're not listening to me.

6. I

7. You just got the answer.

8. I

9. You're making this very difficult.

10. I

11. You always leave your dirty clothes/boots/dishes in the den.

12. I

13. You won't appreciate this until you're older.

14. I

A

Listening to Difficult People: Assignment x.6

Observe the OHP (x.7) the facilitator is showing. This projection introduces the approach of acknowledging a complainer's anger or frustration before trying to do anything about it. Often angry or frustrated people become more confrontive if they feel that their emotion, which they believe is fully justified, is dealt with in less than a very serious manner.

Find two partners. In your group, write out a one or two sentence remark you could make that would calm down the situation. The first one has been done as an example.

1. Caller/Speaker: I don't know why you have such policies! I'm sure this person would want their unlisted number released if they only knew it was a matter of life and death. How can you be so cruel?

   You reply: It is upsetting to be unable to contact someone under these circumstances. However, we must honor the wishes of our customers who want an unlisted number.

2. Caller/Speaker: I'm sure you could find this person if you'd try. I know they live on Lincoln and have a name that sounds like Zona or Zoma or something. You're not being very helpful.

   You reply:

3. Caller/Speaker: I told you I was in a hurry. I've got to contact Will or Willie or Bill Smith in Aurora. Maybe it's William. Why are you taking so long? This is an emergency.

   You reply:

4. Caller/Speaker: I know perfectly well those people are home. They're probably sitting right there with the phone off the hook. Can't you make the phone beep or something? I don't know why I pay these rates when you can't even offer a simple service like this.

   You reply:

5. Caller/Speaker: This stupid phone is only about half working. And don't tell me I have to talk to those repair dweebs again. They've been out here twice and I still can only call out. If you can't care for this equipment, why do you have it?

   You reply:

6. Caller/Speaker: First I find out I have bad credit rating because you hoo-haas have been sending my bill to the wrong street address and now I get charged every time I ask for assistance. Maybe they shouldn't have deregulated you!

   You reply:

A

Listening to Difficult People: Assignment x.7

Find two partners. One person will be the observer, one the listener, and one the speaker.

The speaker will complain to the listener and show emotion about a problem they have. The listener will do the best s/he can to make the encounter a more positive one. The observer will note how the speaker accomplishes the goal of the exercise, especially the use of I statements, acknowledging emotion, and calming the confrontation.

Then switch roles until everyone has had a turn at each role.

Use the page below to make any notes about behaviors you thought were done well. Use your notes to summarize verbally to each person you observed how well they had: a. used I messages, b. acknowledged emotions, and c. calmed the confrontation.

COMMUNICATION

STYLES

6

Communication styles

Objectives

By the end of this workshop you will be able to:

- Understand the importance of preparation in effective listening
- Explain four different communication styles
- Analyse your own preferred style

Timing

This workshop will last for 2 hours.

Materials

You will need:

- Main syndicate room
- OHP and screen
- Group discussion areas
- Workshop notes: 'Communication styles'
- OHPs 6.1–6.3
- Assignments 6.1a–6.1b, 6.2

Plan for workshop 6

1. 5 mins
   Introduce the workshop briefly, using OHP 6.1.

2. 15 mins
   Workshop briefing using OHPs 6.2–6.3 and workshop notes 'Communication styles'.

3. 30 mins
   Distribute Assignment 6.1a. Distribute 6.1b when asked. Emphasize to the group that they must not discuss this assignment.

4. 20 mins
   Write the name of each person in the group on separate pieces of paper. Fold the paper and give one name to each person, ensuring that no one receives a paper with his or her own name. Tell the group that you are going to hold a discussion on a topic of general interest. While they are discussing they must also observe the person whose name they have in front of them, to see how that person contributes. NB: the group may not make notes and must not say whom they are observing at this stage. Announce the topic for the discussion (which should be of general interest to the whole group) and allow five minutes for preparation. Start the discussion. It may be necessary in the early stages to encourage participation as the group may be reluctant, at first, to be in the 'spotlight'. Stop the discussion when you feel everyone has had plenty of opportunity to contribute.

5. 10 mins
   Distribute Assignment 6.2. Tell the group that they can now record their observations.

6. 25 mins
   When everyone has completed an observation sheet ask them to talk to:

   - the person they were observing;
   - the person who was observing them.

   During discussion they are to share the results of Assignment 6.1 when they analysed their personal style, and the observations that they made during the group discussion.

7. 15 mins
   Bring the whole group together to discuss the results of these assignments. Encourage people to share their communication style with the whole group to aid group working.

8. 5 mins
   Close the session, reviewing briefly the objectives using OHP 6.1.

Workshop notes: Communication styles

These notes, together with OHPs 6.2–6.3, form the basis for a workshop briefing. Use examples from your own experience to illustrate key points.

Before we begin to listen we have to establish a frame of reference: by thinking about what we are going to listen to and who will be talking.

We can divide this session into two areas: our own mental preparation and involvement; and the way in which other people actually deliver their messages.

Our involvement

Listening for information which may result in having to take action needs preparation beforehand: by research, taking notes, jotting down ideas and so on. The more we prepare, the more effective our listening and the better the results. This is especially true if we want to change a person's thinking or oppose a particular course of action.

Attaining the right mental set – frame of mind – is important: if we have decided that the subject is dull or unimportant before the speaker has started, the chances are that that is what we will hear. If on the other hand we approach the topic with an open mind coupled with our own background knowledge and research where possible, we will learn.

Using a meeting as an example we can prepare by:

- listing the areas in which we may have to take action . . . using key words to summarize;
- underlining or highlighting specific points on the agenda;
- thinking about what is likely to happen during the session;
- reading through any relevant reports/letters/personal notes;
- talking to colleagues about what they think will be any possible outcomes.

Message delivery

It is easier to listen to some people than others. This is because we are on the same 'wave length' . . . we have the same type of thought pattern and thinking style.

Carl Jung identified four types of people. Understanding these groups helps us to:

- understand the message even when expressed in a way we would not ourselves use;
- identify our own style;
- communicate with different types in the most appropriate way.

Jung's four personality types

Thinkers

Thinkers like order and logic. They present their arguments in a concise way with ideas backed by well-researched data and measurable values. They find it

difficult to relate to 'disorganized' thoughts and are suspicious of those who use feelings and intuition rather than hard facts. Those who do not operate in this manner may find 'thinkers' difficult to listen to as they may appear dull and dusty. Without them, however, few organizations will flourish.

Sensors

Very work-orientated and anxious to make progress, sensors listen to ideas floated in a meeting and quickly identify specific items for action. They are interested in how things work and are well motivated and resourceful. As they are inclined to action rather than detail, sometimes they speak in broad terms rather than in a measured fashion but will usually respond quickly to remarks thrown out during discussion.

Feelers

Feelers are concerned more with people than with things. They will be interested in ethical issues and when speaking may gloss over items to do with profit and loss to concentrate on the issues relating to personnel and environment. Occasionally they will react to facts emotionally rather than coolly. This means that those listeners who may be 'thinkers' or even 'sensors' may 'switch off' instead of listening and interpreting, into their own terms, what is being said.

Intuitors

Those who are intuitors will be intolerant of detailed factual information. They like working on problems and often produce innovative and workable solutions. They do not find it easy to tackle the planning of these concepts, however, and sometimes give rather sketchy information for others to work on. Listening to an intuitor, if you are not one, can be frustrating at times as they are difficult to 'pin down'.

6.1

OBJECTIVES

By the end of this workshop you will be able to:

- Understand the importance of preparation in effective listening
- Explain four different communication styles
- Analyse your own preferred style

Reproduced from *20 Training Workshops for Listening Skills*
by Clare Sorenson and George J. Seidel, Crisp Publications, Menlo Park, 1989

Using a meeting as an example we can prepare by:

- Listing action areas
- Highlighting specific points
- Thinking
- Reading the material
- Talking to colleagues

Reproduced from *20 Training Workshops for Listening Skills* by Clare Sproston and Glenna E Sutcliffe, Gower, Aldershot, 1989.

JUNG'S FOUR PERSONALITY TYPES

THINKERS – deal in facts and figures

SENSORS – action centred

FEELERS – concerned with emotion

INTUITORS – innovative and creative

Reproduced from *20 Training Workshops for Listening Skills*

Communication styles: Assignment 6.1a

This assignment is designed to give you an understanding of your own style, based on Jung's categories.

Work through the questions below giving the answer which you feel is *most* like you. Circle the questions for which you answer 'Yes'.

When you have completed the question sheet, ask your trainer for Assignment 6.1b to work out your score.

Do not discuss your answers with anyone else in the group.

1. Do you become restless when working at something which doesn't require much action on your part?
2. Do you like to plan a course of action well ahead of time?
3. Do you get very upset when watching documentaries or news programmes about living conditions in the Third World?
4. Are you at your best in a project that calls for rapid action?
5. Do you rarely take time out to analyse your actions?
6. Do you enjoy talking to strangers?
7. Before you commit yourself to a course of action do you weigh the advantages and disadvantages?
8. Do you often buy things on impulse?
9. Do you often leave things to the last minute?
10. Do you decide quickly on a course of action?
11. Do you enjoy socializing?
12. Would you say that you have a responsible and serious attitude to society?
13. Would you describe yourself as pretty easy-going?
14. Are you keen to learn new things even if they have no immediate relevance to your life?
15. Do you prefer to be slow and deliberate in your actions?
16. Have you ever tried to write a novel or poetry?
17. Do you enjoy problem-solving?
18. Would you be worried if you were late for an appointment, however trivial?
19. When you are angry with someone do you wait until you have calmed down before tackling him or her?
20. Do you often get enthusiastic about things that later you prefer not to be involved with?
21. Do you think that taking risks adds spice to life?
22. Do you often discuss political and social problems with your friends?
23. Have you ever thought seriously about getting away from it all?
24. When you go on holiday do you plan routes carefully?
25. Do you mostly speak before you think?
26. If someone expresses a political opinion with which you disagree do you tell him or her immediately?
27. Do you always vote?
28. Do you read the small print before signing a document?
29. Do other people seem to get more done in a day than you?
30. Do you think analysing your own value system a waste of time?

Reproduced from *20 Training Workshops for Listening Skills* by Clare Sproston and Glenna E Sutcliffe, Gower, Aldershot, 1989.

31. Are you sometimes accused of daydreaming?
32. Do you prefer to spend your leisure time with other people?
33. If you had bought goods abroad would you be careful to declare them at Customs?
34. Have you ever reported sick to avoid doing something that bores you?
35. Would you still express your beliefs even if you knew that others in the group disagreed?
36. Do you enjoy puzzles?
37. Are you cautious in new situations?
38. Do you enjoy the company of children?
39. Do you have difficulty settling down to work which requires sustained concentration?
40. Do you often forget the little things you are supposed to do?
41. Would you make absolutely sure you had a new job before leaving your old one?
42. Do you like mixing with lots of other people?
43. Do you prefer activities that just happen to those planned beforehand?
44. Are you generally very enthusiastic about a new project?
45. Do you usually think carefully before committing yourself?
46. If you say you will do something will you break your promise if it becomes very inconvenient?
47. Are you sometimes careless in your work?
48. Do you frequently become so involved in a problem that you *have* to find a solution?
49. Would you always read consumer reports and tests before making an expensive purchase?
50. Generally do you prefer reading to meeting people?
51. Do you quite enjoy taking risks?
52. Do you always know someone who can help you out of a problem?
53. Do you lock up your house carefully at night?
54. Do you like going out a lot?
55. Are you fairly talkative in a group?
56. Do you often change your interests?
57. Do you become impatient in meetings?
58. Do you consider it important to do a job, however slight, well?
59. Do you like to have time to be alone with your thoughts?
60. Do you keep your diary and work schedules up to date?

Reproduced from *20 Training Workshops: Listening Skills*

Communication styles: Assignment 6.1b

Scoring

For every question which you answered 'Yes', circle the question number in each of the four groups below. Then total the number of circled answers for each group, and read the analysis.

Group One: 2, 7, 9, 15, 24, 28, 33, 37, 41, 45, 49, 50, 53, 58, 60.
Total:

Group Two: 1, 4, 5, 10, 13, 21, 25, 30, 39, 43, 47, 51, 52, 55, 57.
Total:

Group Three: 3, 6, 11, 12, 16, 18, 22, 26, 27, 31, 35, 38, 42, 46, 54.
Total:

Group Four: 8, 14, 17, 19, 20, 23, 29, 32, 34, 36, 40, 44, 48, 56, 59.
Total:

Analysis of communication style

The group which has the highest total represents your preferred style. There is no 'right' style, people are simply different in the way in which they communicate. Some people fall on the borderline of two or more styles. If this is you it indicates that you are adaptable and able to take on a role according to the needs of the person/group with whom you are interacting. Use your self-knowledge to consider the way in which you listen and communicate with others, particularly those whose style is different from yours. Understanding their style helps you to understand their message.

Group One: Thinkers

Thinkers like order and logic. They present their arguments in a concise way with ideas backed by well-researched data and measurable values. They find it difficult to relate to 'disorganized' thoughts and are very suspicious of those who use feelings and intuition rather than hard facts. Others may find these people difficult to listen to as they may appear dull and dusty. Without them, however, few organizations will flourish.

Group Two: Sensors

Very work-orientated and anxious to make progress, these people listen to ideas floated in a meeting and quickly identify specific items for action. Interested in how things work, they are well motivated and resourceful. As they are inclined to action rather than detail, sometimes they speak in broad terms rather than in a measured fashion but will usually respond quickly to remarks thrown out during discussion.

Reproduced from *20 Training Workshops for Listening Skills* by Clare Sproston and Glenna E Sutcliffe, Gower, Aldershot, 1989.

Group Three: Feelers

Feelers are concerned more with people than things. Interested in ethical issues, they may gloss over profit and loss to concentrate on the issues relating to personnel and environment. Occasionally they will react to facts emotionally rather than coolly. 'Thinkers' and 'sensors' may 'switch off' instead of listening and interpreting into their own terms what is being said.

Group Four: Intuitors

Intuitors are intolerant of detailed facts. They like working on problems and often produce innovative and workable solutions. They do not find it easy to tackle the planning of these concepts and sometimes give rather sketchy information for others to work on. Listening to an intuitor, if you are not one, can be frustrating at times as they are difficult to 'pin down'.

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Communication styles: Assignment 6.2

Use this sheet to record your observations.

1. How well do you think they listened and why?

2. Did you find it easy to listen to them? Why?

3. What would you find most difficult about working with this person?

4. What would you find most helpful about working with them?

5. Do you think that you are similar or different communicators? Why? What implications do you think this has for your working relationship?

6. How did you use your preparation time? Could you have used it more productively to get into the right 'mental set'?

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GETTING THE

RIGHT

MESSAGE

3

Getting the right message

Objectives

By the end of this workshop you will be able to:

- Give and receive clear verbal messages
- Understand the process of communication and listening

Timing

This workshop will last for 2 hours.

Materials

You will need:

- Main syndicate room
- OHP and screen
- Flipchart
- Group discussion areas
- Workshop notes: 'Getting the right message'
- OHPs 3.1–3.6
- Handout 3.1
- Assignments 3.1a–3.1d, 3.2a–3.2b
- Sufficient Lego pieces for each person in the group. (The pieces should be exactly the same for each person.)

Plan for workshop 3

1. 5 mins
   Introduce the workshop briefly, using OHP 3.1.

3. 15 mins
   Workshop briefing using OHPs 3.2 and 3.3 and workshop notes 'Getting the right message'.

3. 25 mins
   Divide group into pairs. Distribute Assignment 3.1a. When everyone is in position put up OHP 3.4. While participants are completing this assignment distribute Assignment 3.1b and the Lego pieces to each person. As the groups begin this assignment distribute Assignment 3.1c.

4. 10 mins
   Bring group together and discuss the results of these assignments. Collate common problems on the flipchart.

5. 15 mins
   Divide the group into their pairs. Distribute Assignment 3.1d.

6. 30 mins
   Working on their own, ask the group members to complete Assignment 3.2a. As each person finishes, distribute Assignment 3.2b.

7. 15 mins
   Plenary: bring group back together. Discuss and summarize the assignments using OHPs 3.5 and 3.6 and Handout 3.1.

8. 5 mins
   Close workshop by briefly reviewing the objectives using OHP 3.1.

Workshop notes: Getting the right message

These notes, together with OHPs 3.2 and 3.3, form the basis for a workshop briefing. Use examples from your own experience to illustrate the key points.

Communication is an interactive process – it involves at least two people. Each person is trying to get their message across to the other to ensure a joint understanding. Too often the communication process breaks down because one or both parties fail to listen to the other so that what actually occur are two monologues. In order to communicate effectively we must learn to listen effectively and that can be difficult, particularly when we have something important or emotional to say. But if we don't listen we are unlikely to take our audience – whether one person or one thousand – with us.

The process of communication works like this.

Choosing

1. Decide what we want to say.
2. Decide how we want to say it.
3. Consider the feelings of the message receiver.

We must begin by clarifying our objectives – what we want to achieve – and then consider what the other person is likely to want to achieve. Then we choose the words – the ones most appropriate and likely to be understood. The reason so many of us dislike computer manuals is often because the writer has not considered that the potential audience may not be familiar with the terminology used, and not have the time (or inclination) to become familiar.

Sending

1. Say what we want to say.
2. Ensure that our words and our non-verbal signals are consistent.

Very often we find it difficult to say what we mean clearly – we 'fluff' our words, speak hesitantly or too quickly; we use jargon. Sometimes, even when we do choose the right words we use inappropriate body language so that our real meaning is lost. Telling someone that they have been made redundant, while smiling cheerfully, will help neither our credibility nor the receiver's understanding!

Listening

1. Hear the words.
2. Interpret the non-verbal signals.
3. Listen actively.
4. Cope with distractions.

It is at this point that the message is received or lost. As receivers we must pay attention and listen to what is being said and the way in which it is being said.

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However tempting it may be we must ignore all the interesting distractions – the phone ringing, kettle boiling – if we are really to listen to the message.

Understanding

1. Make sense of the words.
2. Summarize if necessary.
3. Understand the other person's feelings.
4. Consider our response.

If we have listened properly this stage should follow easily. Where we are uncertain or unclear, summarizing what we think has been said will help to check for mutual understanding. Once we are sure, the process can begin again with *choosing* if appropriate or we may decide to bring the communication to a close.

Finally, in any communication process it is important to get the environment right. Thinking about the seating arrangements, avoiding interruptions and noise could be crucial to the success or failure of the process.

OBJECTIVES

By the end of this workshop you will be able to:

- Give and receive clear verbal messages
- Understand the process of communication and listening

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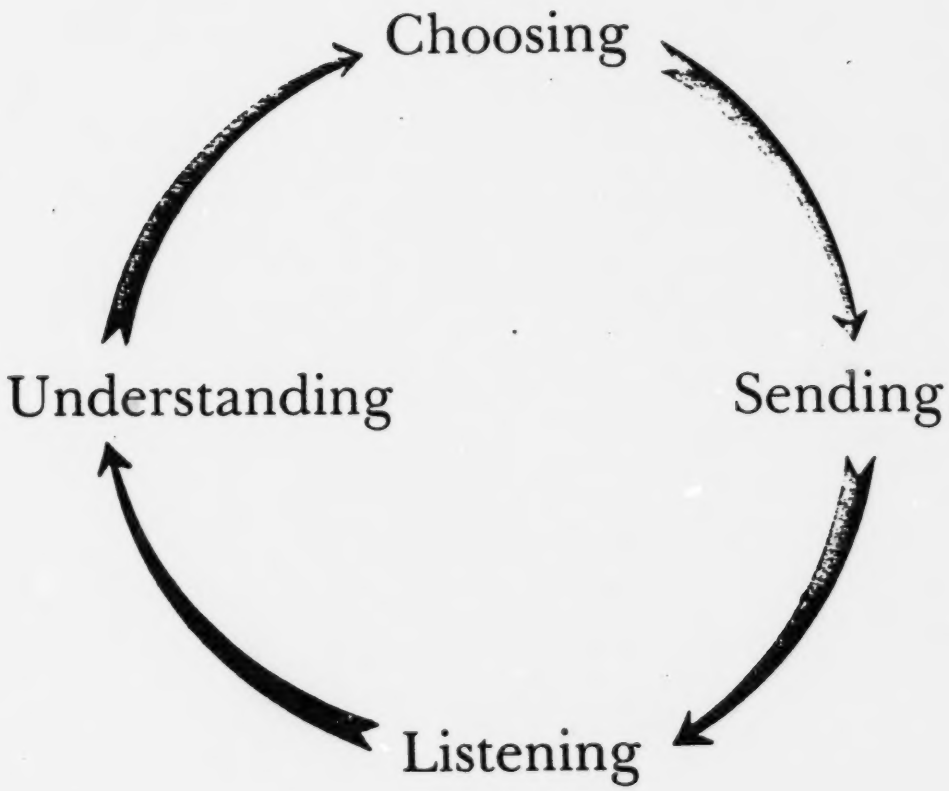
COMMUNICATION – A JOINT PROCESS



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THE ENVIRONMENT

- Seating position
- Noise
- Distractions
- Lighting

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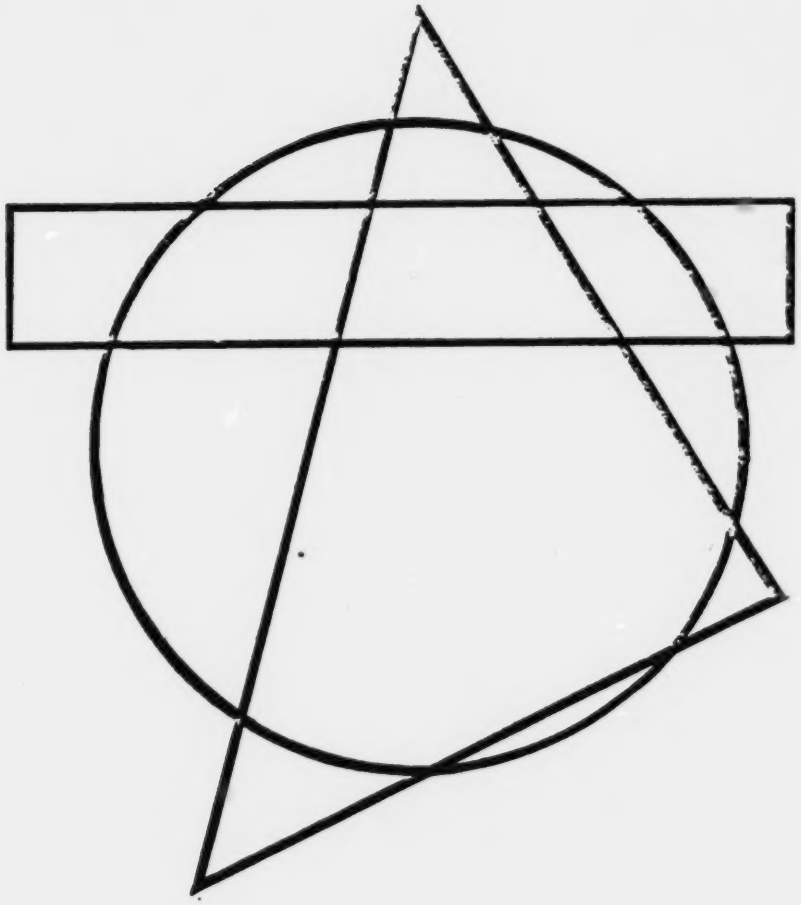
DIAGRAM FOR ASSIGNMENT 3.1a



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The successful speaker considers

1. *The receiver*
   - What will they understand?
   - Where and when will they be most receptive for good listening?
   - Encouraging questions to check understanding

2. *Clarity of instruction*
   - Putting thoughts in order before beginning
   - Using plain words

3. *Describing the whole before the detail*
   - Giving an overview
   - Clarifying the component parts

4. *The environment*
   - Keeping distractions to a minimum
   - Seating which enables eye contact

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The successful listener considers

- using questions to clarify understanding
- looking at the speaker
- when to remain silent
- listening to to the words
- interpreting the body language

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A

Getting the right message: Assignment 3.1a

The purpose of this assignment is to illustrate the need to choose the correct words in the communication process.

Read these instructions carefully before you begin.

1. In your pair decide who will be A and who will be B.
2. Please sit back to back with A looking towards the screen and B looking away. B will need a pen and paper.
3. In a moment a slide will appear on the screen. A must describe what they see in such a way that B will be able to record it.
4. B may not say anything or ask any questions until A says that they have finished.
5. When you have finished B may turn round and compare their record with the slide on the screen.
6. Without discussing the results turn to Assignment 3.1b, which will be given to you during the course of this assignment.

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Getting the right message: Assignment 3.1b

Read these instructions carefully before you begin.

1. Both of you have a bag of Lego pieces.
2. Still remaining back to back, B must build a model from the pieces.
3. B then describes the model to A so that an identical model can be made.
4. A may not say anything or ask any questions until B says that they have finished.
5. When both models are complete you may compare them.
6. Now turn to Assignment sheet 3.1c which will be given to you during the course of this assignment.

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A

Getting the right message: Assignment 3.1c

With your partner discuss the assignment you have just completed.

- How well did you communicate?
- How well did you listen?
- What would have made these assignments easier?
- Were you able to visualize the whole thing before your partner went into detail?

Use the space below to jot down your notes and any action points for improving your communication skills that have come up.

Your notes

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Getting the right message: Assignment 3.1d

The final part of this assignment gives you the opportunity to put into practice the communication and listening skills that you have learnt during the first stages of this assignment. Please read the instructions carefully before you begin.

1. Still working with your partner, one of you builds another model using the Lego pieces from the last assignment. Once again, do not let your partner see the model you have built.
2. Now repeat the assignment as before but this time you may look at your partner, who may ask you questions. Remember that your partner still must not see the model.
3. When you have finished discuss the results with your partner. If there is time you may want to exchange roles and repeat the task.

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A

Getting the right message: Assignment 3.2a

You have to leave the office for the afternoon. By tomorrow morning all the members of your section plus the director (thirteen people) must have a copy of your latest three-page marketing report.

The only person available for the task is a new, shy YTS trainee. You have to brief the trainee before you leave the office.

What will you say?

1. Write down all the points that you would need to make
2. How will you deliver your message? Is there anything about the environment you need to consider?

Key points

Environment

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Getting the message right: Assignment 3.2b

Check the assignment you have just completed against this list of key points.

Would you have told the trainee

- what the task was in stages to assist comprehension?
- the time limit?
- who could help if they made a mistake?
- what to do if the photocopier broke down?
- how to operate the photocopier?
- where to find spare paper, toner and so on for the copier?
- how the report was to be presented – stapled/paperclipped or whatever?
- to check each page for clarity of copying?
- to whom to send the reports?
- how many copies to make?
- what to do with the master copy?

Environment

Given that the trainee is young, new and shy and the urgency and importance of the task you should have considered:

- setting aside a reasonable time for the briefing
- sitting rather than standing
- adopting a friendly attitude
- emphasizing the importance of this task – without terrifying the trainee!
- providing the trainee with a written breakdown of the task
- asking the trainee to summarize to check their understanding
- saying 'Please' and 'Thank you'.

What did you forget?

Might it have made a difference to the successful outcome of the task?

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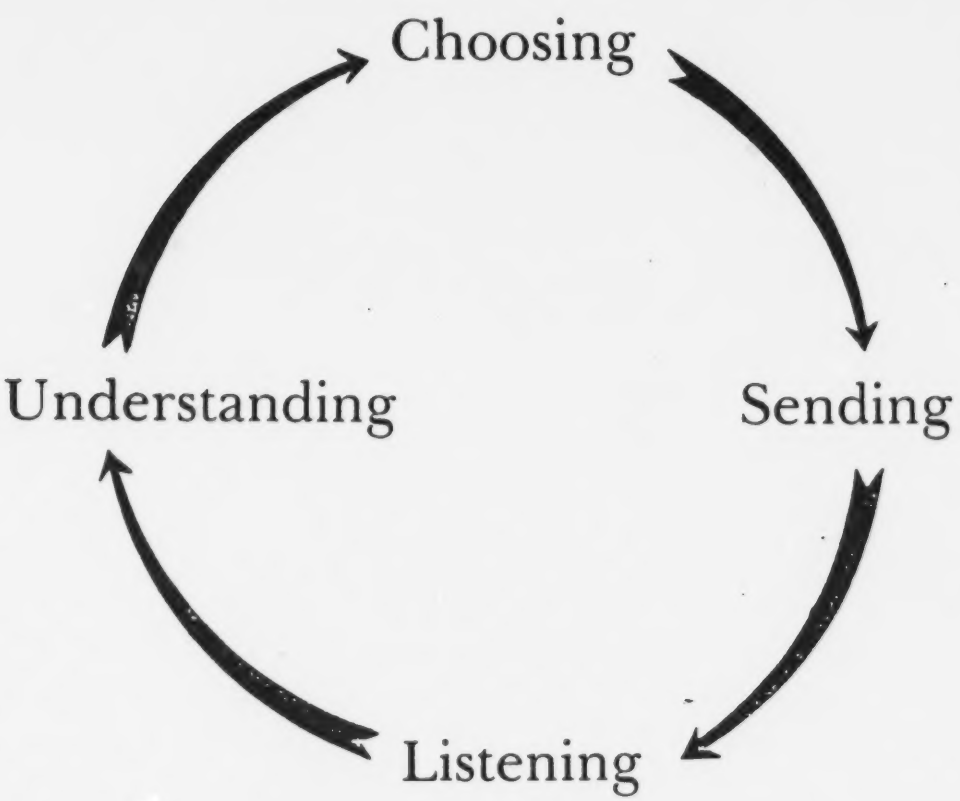
Getting the right message

Communication – a joint process



Choosing

1. Decide what we want to say.
2. Decide how we want to say it.
3. Consider the feelings of the message receiver.

We must begin by clarifying our objectives – what we want to achieve – and then consider what the other person is likely to want to achieve. Then we choose the words – what is most appropriate and likely to be understood.

Sending

1. Say what we want to say.
2. Ensure that our words and our non-verbal signals are consistent.

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Very often we find it difficult to say what we mean clearly – we 'fluff' our words, speak hesitantly or too quickly or use jargon. Ensure your body language is appropriate so that your real meaning is clear.

Listening and understanding

1. Hear the words.
2. Interpret the non-verbal signals.
3. Listen actively.
4. Cope with distractions.

It is at this point that the message is received or lost. As receivers we must pay attention and listen to what is being said and the way in which it is being said. Only then can we choose the right response and continue the cycle.

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Communicating!

A Workshop

"S'il n'y aurait pas de Dieu, il nous faudrait l'inventer"

Voltaire

$$E = mc^2$$

"In the case of a right-angled triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides"

- **DARK CURRENT**

dark current The small leakage current that flows through a semiconductor photodetector without any incident radiation (Figure 51).

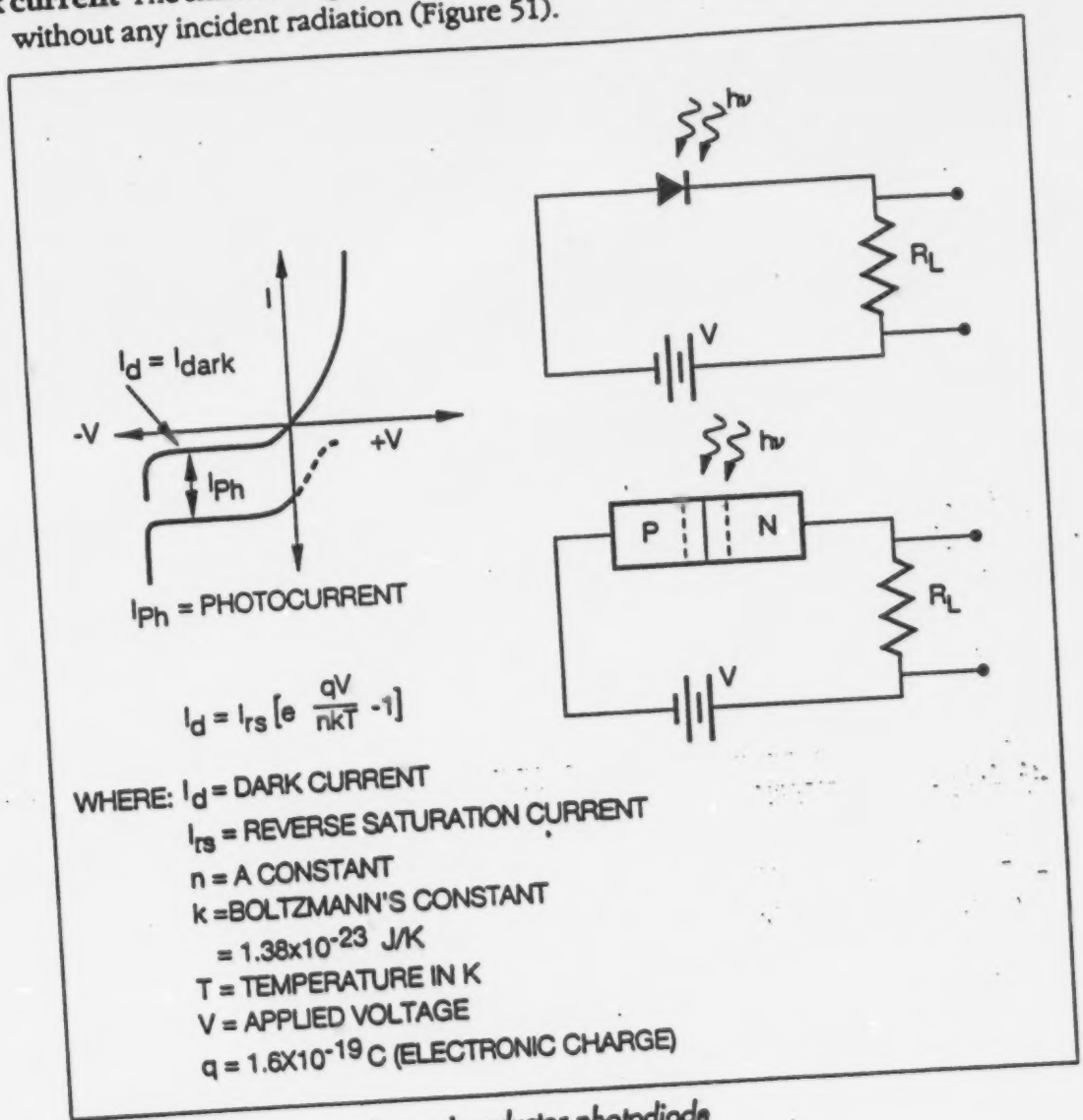


FIGURE 51 Dark current in semiconductor photodiode

OBJECTIVES

By the end of this workshop you will be able to:

- Understand the need for communications skills
- Evaluate your communication abilities
- Understand the four main types of communication
- Understand the difference between hearing and listening, talking and informing

Managers spend 50-80% of their time communicating:

- Writing 9%
- Reading 16%
- Talking 30%
- Listening 45%

75% of oral communication is lost/ignored/misunderstood

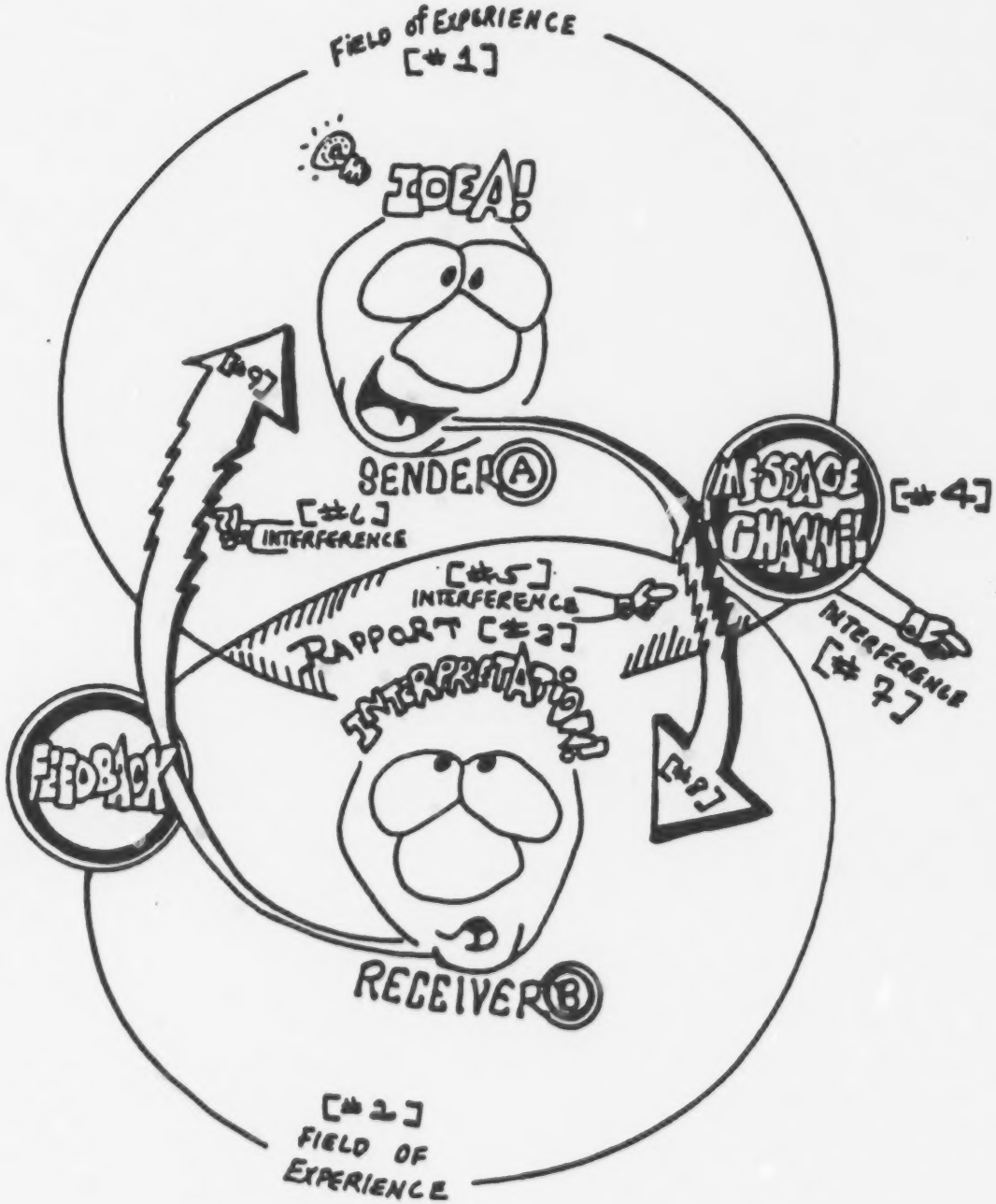
25% of the remainder is forgotten within a short time

The Communication Process

- Encoding
- Transmission
- Decoding
- Interpretation

Examples: Telephone, FAX, Morse telegraph, Sound/video recording

The Communication Process



Source: Adapted from Sathre, Olsen, and Whitney, 1977, p. 9.

The Communication Process

A totally sensory process:

- Sight - *text/pictures/cartoons*
- Sound - *talk/music/church bell/tapes*
- Taste - *good/bad/acid/sweet/sour*
- Smell - *nice/nasty/healthy/harmful*
- Touch - *Pleasure/pain/texture*

What is Communication?

- Symbols
- Transmission
- Filter
- Noise
- Signal
- Feedback

What is Communication?

The Sharing

of

Meaning

Carl Jung

Symbols

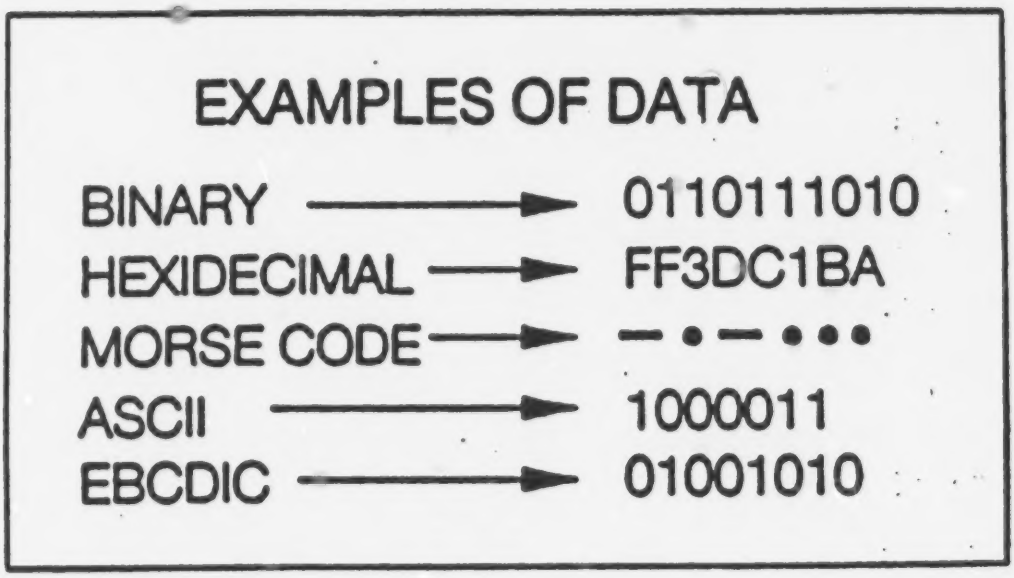


FIGURE 52 Data

Symbols

- Do not have meaning in themselves
- Mind of sender/encoder
- Mind of receiver/decoder
- Experience overlap
- Reflection of internal states of sender/receiver

Transmission

May be:

- Active *speech, writing, listening*
- Passive *painting, poster, ad*
- Physical *loving, cordial, violent*
- Local *face-to-face*
- Remote *fax, phone, TV, mail*
- Nonverbal *body language, reflexes*

Filter

- Past experience
- Value system
- Formal training
- Ethnicity and language
- Personality type
- Sex
- Educational level
- Social situation

Noise

- Work - related
- Home - related
- Stress
- Lack of knowledge
- Physical disability
- Environment
- "Filter" differences
- Hostility
- Outside factors

Signal

Efficiency of communication

=

% of similarity of encoded signals

to decoded signals

Feedback

The means by which we can evaluate if the message or communication has been received efficiently or if it needs to be retransmitted/modified.

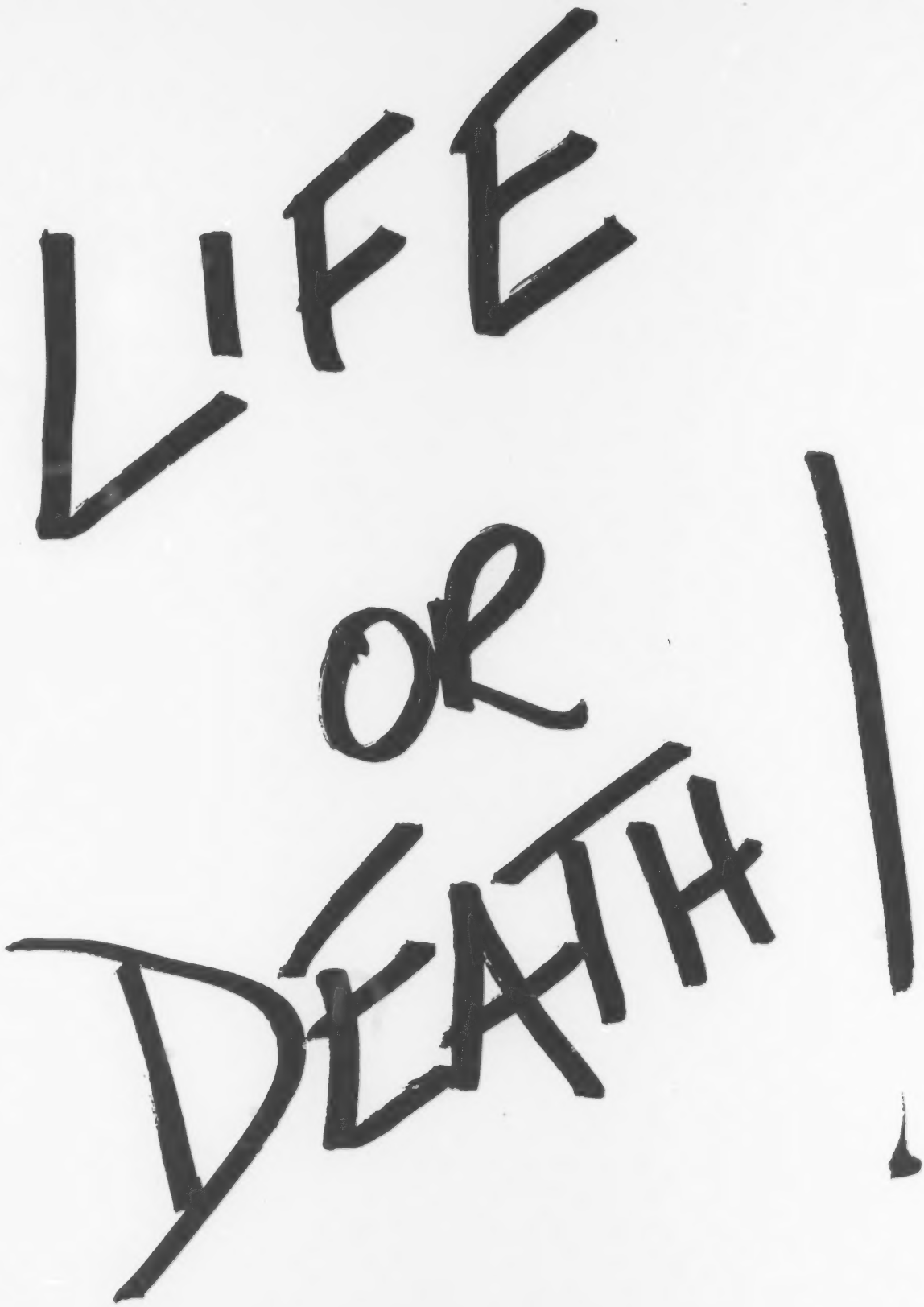
So how important is all this?

Home life:

- Individual rights
- Marital harmony
- Money management
- Child rearing & discipline

Corporate life:

- Customer service
- Product quality
- Team building
- Production efficiency


LIFE
OR
DEATH!

How well do we communicate?

Assignment 1-1

Assignment 1-1

I am calling you from the corner of Lincoln Street and Sixth Avenue. An accident has occurred about 800 yards from where I am, at the off-ramp of the Interstate, by the Broadway exit. An older model Pontiac, I guess about a 1985 model, has collided with a Jeep Wrangler, and the Jeep has overturned. They need police assistance, since there is some apparent injury to the Jeep driver, who also appears to be intoxicated, fire prevention assitance, since there is some spilled gasoline and medical assistance. There are two young women in the automobile. The Jeep driver has breathing difficulty, indicating putative thoracic trauma.

OVERVIEW OF COMMUNICATIONS

FOR TEAM BUILDING

AT

HEWLETT-PACKARD

PIKES PEAK COMMUNITY COLLEGE

TITLE: Communication Skills

OBJECTIVES:

1. Increased awareness of the communication process
2. Introduction to and practice of listening and responding skills
3. Teams will understand what can cause difficulties within the team regarding communication
4. Teams will be able to recognize when they have communication issues
5. Teams will know what to do to resolve communication issues
6. Teams will have a better understanding of how personal styles (MBTI) affect communication

TIMING: Four (4) hours

MATERIALS:

Overheads and projector
Overheads (attached)
Broken Squares Exercise
Back to Back Communication Exercise, paper, pencils
Flip charts and markers

WORKSHOP PLAN:

0:00-0:15	Welcome and Introductions
0:15-0:30	Broken Squares Exercise
0:30-0:40	Sending a clear message
0:40-1:40	The filter model
	Factors affecting the message
	Encouraging communication
1:40-1:55	Break
1:55-2:15	Back to Back Communication Exercise
2:15-2:45	Listening skills
	Active listening
2:45-3:00	Clap and Boo Exercise
3:00-3:15	Responding skills
	Giving and receiving feedback
3:15-3:45	Team communication
	MBTI type and communication style
	Pitfalls in critical communication
3:45-4:00	Wrap-up
	Questions and answers
	Evaluation

I know that you believe

you understand

what you think I said,

but I am not sure you

realize that

what you heard is

not what I meant.

Anonymous

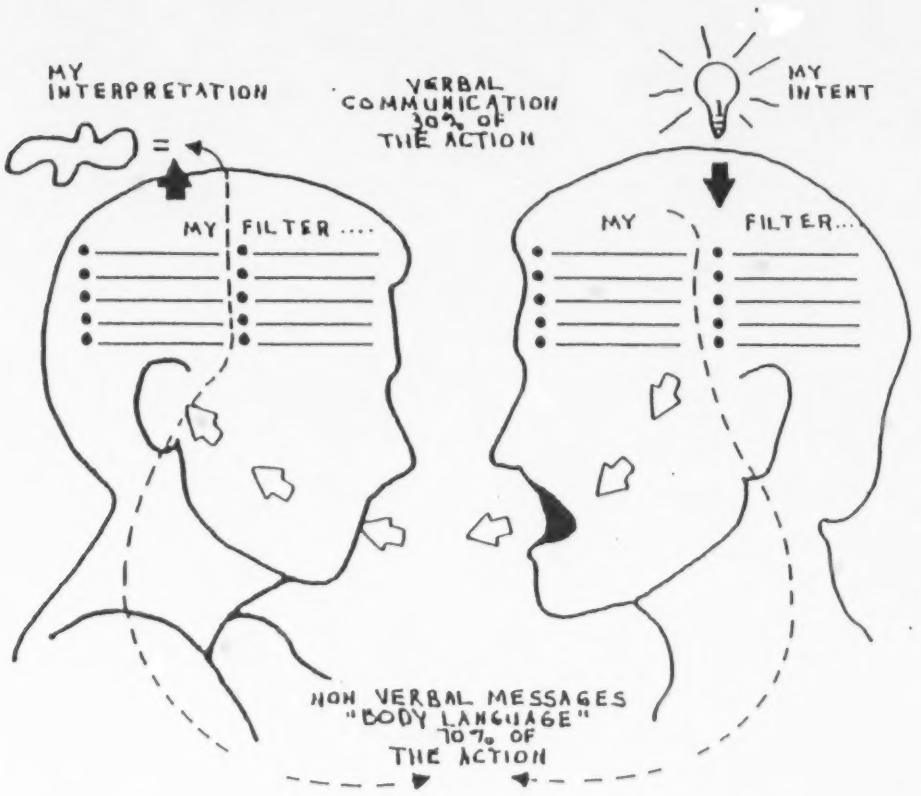
SENDING A CLEAR MESSAGE

- **Make it relevant**
  - To the person
  - To the context
- **Make it simple**
  - K.I.S.S.
- **Define and explain**
  - Define before developing
  - Explain before amplifying
- **Organize your thoughts**
  - Develop one idea at a time
  - Package ideas into successive stages
- **Repeat key ideas**
  - Repetition is particularly important in oral communication
  - Repeat key ideas
  - Restate difficult ideas
  - Recycle ideas where weak or misunderstood
  - Use examples, synonyms, analogies, summaries
- **Relate and associate**
  - Compare and contrast
  - Use models, metaphors, analogies, explanations
- **Reinforce the essentials**
  - Focus on communication goals and key points
  - Use volume, tone, pauses

TYPES OF COMMUNICATION

VOCAL COMMUNICATION	NONVERBAL COMMUNICATION
Verbal Communication -	Written Words
Nonverbal Communication - Tone of voice, sighs, screams, vocal quality, loudness and pitch, etc.	Gestures, movement, appearance, facial expressions, etc

FILTER MODEL
OF
COMMUNICATION



'80

BEHAVIORS THAT ENCOURAGE COMMUNICATION

DESCRIPTION - The opposite of judging. Presents feelings or perceptions which don't imply the other person is wrong or needs to change.

PROBLEM-ORIENTATION - The opposite of controlling. Asks questions, seeks information, has no predetermined solution, attitude, or method to impose.

POSITIVE INTENT - The opposite of manipulation. Straight forward, honest, spontaneous, free of deception.

EMPATHY - Reflects feelings and respect for the worth of others. Identifies with problems, shares feelings, and accepts others' reaction at face value.

EQUALITY - The opposite of superiority. Little importance is attached to distinctions such as talent, ability, power, and status. Others are treated with respect and trust.

OPENNESS - The opposite of certainty. Investigates issues rather than taking sides on them, a problem solver rather than a debater. Indicates an interest in a shared approach to problem solving.

ACTIVE LISTENING

Listener is Involved

Eye Contact

Feedback

Paraphrasing

Questioning

Body Language

COMMUNICATIONS TECHNIQUES
Questioning Techniques

Open Questions or Probes:

- What
- How
- Tell me

Paraphrasing and Reflective Statements

- Show you understand
- Show you know the "what/how" of feelings
- Clears emotion by "mirroring" them back

Pause

- Encourages responses

Fact Finding Questions (Closed)

- Collects data
- Asks for exact data
- Reaches conclusions

Summary Statements

- Check for understanding
- Recap data and boil down the facts

"I" Messages

- Describes your own feelings
- Describes your perception of another's feelings

IMPROVING SKILLS IN LISTENING

- ★ **Prepare to Listen**
- ★ **Eliminate Distractions**
- ★ **Anticipate the Subject and the Speaker**
- ★ **Create a Need to Listen**
- ★ **Monitor the Way you Listen (Concentrate on the message, suspend judgment, and empathize)**

AND . . .

- ★ **Listen to everything they have to say. Don't pick out the few tidbits you like and throw away the rest.**
- ★ **Watch people as they talk. That may quickly tell you whether they are telling you what's really on their minds.**
- ★ **Maintain good eye contact.**
- ★ **Sit attentively; lean forward at times. Appear alert but not tense.**
- ★ **Ask questions; give encouragement.**
- ★ **React: "I see." "Is that right?" "I never knew that."**
- ★ **Give feedback. Put important parts of what has been said into your own words.**

HINTS

DON'T

- ✓ Distract yourself while people are talking.
- ✓ "Jump ahead" to conclusions they may not even be trying to make.
- ✓ Have pre-conceived ideas about their basic concerns.
- ✓ Put the person immediately on the defensive: If you do, they will never "open up."
- ✓ Be closed-minded.
- ✓ Interrupt (except to clarify).
- ✓ Be prejudiced.
- ✓ Think too fast.
- ✓ Top the story ("Listen to what happened to me if you think you have problems . . .").

RESULTS OF EFFECTIVE LISTENING

- ★ We will get a more stimulating and meaningful message.
- ★ We will get improvement in our own communication techniques.
- ★ We will get an enlarged circle of friends.
- ★ We will become more open and involved with other human beings.

10 KEYS TO EFFECTIVE LISTENING

KEYS	THE BAD LISTENER	THE GOOD LISTENER
1. Find areas of interest	Tunes out dry subjects	Opportunizes.
2. Judge content, not delivery	Tunes out if delivery is poor	Judges content, skips over delivery errors.
3. Hold your fire	Tends to enter into argument	Doesn't judge until comprehension is complete.
4. Listen for ideas	Listens for facts	Listens for central themes.
5. Be flexible	Takes intensive notes using one system	Takes fewer notes. Uses different systems, depending upon speaker.
6. Work at listening	Shows no energy output. Fakes attention.	Works hard, exhibits active body state.

10 KEYS TO EFFECTIVE LISTENING (Continued)

KEYS	THE BAD LISTENER	THE GOOD LISTENER
7. Resist distractions	Is easily distracted	Fights or avoids distractions, tolerates bad habits, knows how to concentrate
8. Exercise your mind	Resists difficult expository material, seeks light recreational material	Uses heavier material as exercise for the mind
9. Keep your mind open	Reacts to emotional words	Interprets color words; does not get hung up on them
10. Capitalize on fact thought is faster than speech	Tends to daydream with slow speakers	Challenges, anticipates, mentally summarizes, weighs the evidence, listens between the lines to tone of voice.

COMMUNICATION GUIDE

1. Take responsibility for what you want or do not want. Do not expect others to read your mind.

2. Respond. Plop phenomenon. (No one responds to an idea. You throw it out, it goes "plop", and just lies there.)

3. Check out your assumptions and inferences. Ask questions.

4. State whom you want actions from. State from whom you want response.

5. Make your own position known. Use "I" statements, not "we," "they," "it," or "one".

6. Watch out for "shoulds".

7. Do not hide behind questions. Sometimes questions are used as a manipulative way of prodding someone else to act, and not as a way of eliciting an answer. Example: "When is someone going to make all these phone contacts?"

8. Talk to, not about, a person. Problems are worked out effectively if taken directly to the person or people involved.

9. Be specific and not abstract. Avoid words like "always" or "never".

10. One at a time. Give full attention to one person at a time.

11. Listen! Check out what you hear by feeding back. This pertains to both verbal and nonverbal messages.

12. No chicken soup. (The traditional "cure-all". You don't have to "fix" every problem or situation.)

13. Avoid mind reading

14. Take responsibility for your own feelings. "You make me angry" vs. "I am angry."

15. Avoid stereotyping.

LISTENING

Critical Listening:

Separate fact from fiction
Separate the person from the words

Sympathetic Listening:

Listen quietly--focus attention
Don't judge, advise, change the subject

Creative Listening:

Take others' ideas as seriously as your own
Keep an open mind
Look for useful parts of an idea

Interferences To Good Listening

Closed Mind

Interrupting

Jumping to Conclusions

Prejudice

Thinking Speed

ORGANIZING YOUR LISTENING

- Listen for **NAME**
- Listen for **KEY INFORMATION**
- Listen for **REQUIRED INFORMATION**
- Listen for **OTHER PERSON'S MOODS**
- Listen for **POINTS OF AGREEMENT**
- Listen for **RESULTS**
- Listen for **HIDDEN AGENDAS**
- Listen for **SILENCE**
- Listen for **"HOT BUTTON"**
- Listen for **OTHER PERSON'S NEEDS**
- Listen for **OTHER PERSON'S INTERESTS**
- Listen for **YOURSELF**

COMMON RESPONSES

Ordering, Directing:	***"You have to..."***
Warning, Threatening:	***"You'd better not..."***
Preaching, Moralizing:	***"You ought to..."***
Advising, Giving Solutions:	***"Why don't you..."***
Lecturing, Informing:	***"Here are the facts..."***
Evaluating, Blaming:	***"You're wrong..."***
Praising, Agreeing:	***"You're right..."***
Name-calling, Shaming:	***"You're stupid..."***
Interpreting, Analyzing:	***"What you need..."***
Sympathizing, Supporting:	***"You'll be OK..."***
Questioning, Probing:	***"Why did you..."***
Withdrawing, Avoiding:	***"Let's forget it..."***

STYLES OF RESPONSES

- > **Withdrawing**
- > **Judging**
- > **Analyzing**
- > **Questioning**
- > **Reassuring**
- > **Paraphrasing****

STYLES OF RESPONSES

- **Withdrawing -** Ignores what the other person has said. These responses are weak because they don't address problems.
  - example: Mary– "John, did you like the movie?"
    John – "I'm starved. Let's eat."

- **Judging -** This is the most common response. It involves giving advice or making a judgment. They are weak because they can appear threatening, and can encourage others not to take responsibility for their own actions.
  - example: Mary – "I'm not sure I'm doing the right thing."
    John – "What you're doing is not right."

- **Analyzing -** Involves dissecting the speaker's remarks and actions. Analyzing can make others feel defensive and less likely to reveal thoughts and feelings.
  - example: John – "My head is killing me." Mary – "The reason you have headaches is because you're so nervous all the time."

- **Questioning -** Draws other people out – However, AVOID questions that begin with the word "Why." Occasionally these formed questions may appear threatening to the receiver.

- **Reassuring -** Involves pointing out alternative ways for perceiving the situation. This response can calm and reduce intensity of feeling. Please remember not to turn this response into a judging one.
  - example: John – I'm not sure how I did on the interview."
    Mary – "From what you've told me about the interview, it sounds like you were poised and confident."

- ****Paraphrasing**** Involves restating in our own words what the person has just said (not REPEATING). It helps make certain that you have understood what the other person is saying. It also clarifies – we gain more information and may talk things out more extensively. It allows us to summarize, cover the main point, reflect and review what was said. Most important, it shows others that you are trying to understand their thoughts and feelings.
  - example: Mary – "The sunshine is gorgeous today and I love being outside in it." John – "I hear you saying that you love being outside today because you feel the sunshine is gorgeous.

GIVING AND RECEIVING FEEDBACK

Definitions of Feedback

Constructive Feedback is information that helps people decide whether their behaviors have had the intended effects. There are two types:

Positive Feedback is information that reinforces desired behaviors and encourages repetition of those behaviors by communicating that they had the intended effects.

Negative Feedback is information that discourages behaviors by communicating that they did not have the intended effects.

Principles of Constructive Feedback

1. Acknowledge the need for feedback

2. Give both positive and negative feedback

3. Understand the context

4. Know when to give feedback

5. Know how to give feedback

   * Be descriptive

   * Don't use labels, exaggerate or be judgmental

* Speak for yourself

* Talk first about yourself, not about the other person

* Use an "I statement" to accept responsibility for your own perceptions and emotions.

* Phrase the issue as a statement, not a question.

* Restrict your feedback to things you know for certain.

* Help people hear and accept your compliments when giving positive feedback.

6. Know how to receive feedback

* Breathe.

* Listen carefully.

* Ask questions for clarity.

* Acknowledge the feedback.

* Acknowledge valid points.

* Take time to sort out what you have heard.

How to Give Constructive Feedback

	Sequence	Explanation
1.	"When you . . . "	Start with a "when you . . . " statement that describes the behavior without exaggeration, labeling, or attributing motives. Just state the facts as specifically as possible.
2.	"I feel . . . "	Tell how their behavior affects you. Do you feel glad, sad, mad, or afraid?
3.	"Because I . . . "	Tell them why you feel that way. Describe the connection between the facts you observed and the feelings they provoke in you.
4.	Pause	Let the other person respond.
5.	"I would like . . . "	Describe the change you want the other person to consider.
6.	"Because . . . "	Describe why you think the change will alleviate the problem.
7.	"What do you think?"	Listen to the other person's response. Be prepared to discuss options and compromise on a solution.

TO AVOID DEFENSIVE COMMUNICATION

LISTEN CAREFULLY	**Check the initial impulse to deny or explain without hearing the full story.**
BE DIPLOMATIC	**Pay special attention to symbols and the emotional context**
CEASE-FIRE	**Put an end to the current discussion to permit time to try a different approach**
COOL-OFF	**Leave the scene if the issue is not yet resolved. Take time to think out and weigh the issues.**
FOCUS ON THE WORK	**Examine what a person does rather than the person's character. What we do is not what we are.**
EMPATHIZE	**Remember the other person's position. The blame may lie elsewhere.**
CONSIDER TIMING	**Raise issues when the environment is conducive to discussion and when there is time to adequately develop the subject.**
OBJECTIFY ISSUES	**Be specific. Use concrete examples or suggestions to clarify issues.**

Pitfalls in Critical Communication

Avoid	Instead
Historical absolutes (Always, Never)	Focus on present situation.
Public "scenes" Corrective feedback is private	Praise in public.
Emotional reactions "You make me so mad that..."	Choose a time and place when you can communicate rationally.
Insincere compliments "You're a nice person, but..."	Be sincere and specific.
Personal rejection "You're no good..."	Support self-worth.
Garbage dumping "Not only that, but..."	Deal with one issue at a time.
Interpretation "You're seeking the approval you never got	State observed behavior.
A closed mind "I don't want to hear it."	Listen, discuss, respect.
Indirect communication "The boss asked me to tell you..."	Be responsible for what you say.
Ultimatums "...or else..."	Define appropriate consequences.

PREFERRED STYLES OF COMMUNICATION

Thinking: logical, rational, sequential analysis, "left-brain"will probably use a precise, analytical form of communication

Intuiting: associations, insights that yield a novel "big picture" of a situation, free flow of creative ideas, "right-brain"

Feeling: empathy with others' feelings, stress on human relationships when communicating about how to get things done

Doing: sense reality by doing and emphasize practicality in communicating about that reality

TYPE AND CREATIVE PROBLEM SOLVING

Extravert	Introvert
Carries it out	Dreams it up
Acts	Reflects in advance
Communicates	Ideates
Sensing	**Intuitive**
Practices	Develops theory
Gets things into use	Gets things designed
Forms habits, creates order	Uses hunches and intuitions
Applies experience to problems	Applies ingenuity to problems
Thinking	**Feeling**
Logical, organizes knowledge	Stresses values, supplies meaning to knowledge
Reforms what needs reforming	Arouses enthusiasm for reform
Is creative with impersonal data and things	Is creative with personal data and things
Judging	**Perceptive**
Is methodological	Is procedural
Is a cautious planner	Is a fearless adventurer
Seeks closure	Seeks more data
Has few inputs	Has many inputs

Communication

S's	N's
Be factual	Give global scheme
Document successful applications	Don't let opportunity pass
Reduce risk factors	Use confidence and enthusiasm
Thoroughly work out details in advance	Indicate challenges
Show why it makes sense	Point out the future benefits

T's	F's
Be logical	Tell who else is for the idea
State principles involved	Be personable and friendly
Stress competent handling of issue	Indicate how it's helpful
Be well organized, moving logically from point to point	Say it's the "right" thing to do
List the costs and benefits	Tell why it's valuable

INTERPERSONAL COMMUNICATIONS (SPE 125)

PIKES PEAK COMMUNITY COLLEGE

INTERPERSONAL COMMUNICATIONS
SPE 125

OBJECTIVES: Upon completion of this course, the student will be able to:

1. define the following terms as they relate to interpersonal communication: self concept, image, beliefs, attitudes, values and perception.
2. discuss the nature of emotional response in communication situations.
3. analyze the communication process.
4. identify effective listening and feed back techniques.
5. demonstrate an understanding of communication codes and the communication process.
6. compare and contrast non-assertive, assertive, and aggressive interpersonal behaviors.
7. identify characteristics of specific conflict management styles.
8. discuss effective communication techniques for each of the development stages in intimate, social, and work relationships.
9. develop effective communication techniques for each of the development stages in intimate, social, and work relationships.
10. analyze, evaluate, and improve a discussion group by developing a participant-observer perspective.
11. develop communication acts which facilitate group achievement.
12. assume the responsibilities and techniques of an effective leader.
13. prepare for group problem solving.
14. assume the roles and responsibilities inherent in the dynamics of small groups.

LENGTH OF TIME: This course meets twice a week, 95 minutes per session, for 12 weeks.

MATERIALS:

1. Classroom with whiteboard.
2. Text: Understanding Interpersonal Communication by Richard L. Weaver, Scott Foresman, 1990, Fifth Edition.

Additional Sources:

Coping With Difficult People, Bramson
Group Discussion Syllabus, Pikes Peak Community College

WORKSHOP PLAN:

The site advisory council wanted a communications class that students could receive credit for. The challenge was to offer a college course but in some way make it relevant to the workplace.
The solution was for each student to keep a journal that would reflect an understanding of the topics discussed and would demonstrate their application of communication principles to situations occurring on the job. What this required the students to do was to show transfer of learning into their work environment. It became the student's responsibility to make the transfer not the instructor.

SCHEDULE:

Session 1:	Introductions/Course Syllabus
Session 2:	General Communication Concepts
Session 3:	Perception
Session 4:	Perception
Session 5:	Self-Concept - Intrapersonal Communication
Session 6:	Non-Verbal Communication
Session 7:	Influencing/Persuading
Session 8:	Emotions
Session 9:	Assertiveness
Session 10:	Assertiveness
Session 11:	Conflict - Interpersonal/Review for Midterm/Journals Due
Session 12:	Midterm Exam
Session 13:	Interview Skills
Session 14:	Small Groups/Preparing for Small Group Discussions
Session 15:	Decision Making in Small Groups
Session 16:	Leading Small Groups
Session 17:	Roles in Small Groups
Session 18:	Promoting Cohesiveness/Encouraging Development
Session 19:	Managing Conflict in Small Groups
Session 20:	Coping with Difficult People

Session 21: Application Exercises

Session 22: Application Exercises/Review for Final Exam

Session 23: Application Exercises/Journals Due

Session 24: Final Exam

PIKES PEAK COMMUNITY COLLEGE
SPE 125 HUMAN COMMUNICATIONS - INTERPERSONAL

SYLLABUS

COURSE OUTLINE:

COURSE DESCRIPTION: Provides an introduction to terms, principles, and practices of interpersonal communication. Specific topics include intrapersonal communication, listening and feedback, communication codes, conflict management, relationship development, and organizational team building skills. An emphasis is placed in understanding specific communication concepts and acquisition of interpersonal skills.

GENERAL OBJECTIVES: Upon completion of this course, the student will be able to:

1. define the following terms as they relate to intrapersonal communication: self concept, image, beliefs, attitudes, values, and perception.
2. discuss the nature of emotional response in communication situations.
3. analyze the communication process.
4. identify effective listening and feed back techniques.
5. demonstrate an understanding of communication codes and the communication process.
6. compare and contrast behaviors non-assertive, assertive, and aggressive interpersonal behaviors.
7. identify characteristics of specific conflict management styles.
8. discuss effective communication techniques for each of the development stages in intimate, social, and work relationships.
9. develop effective personal communication behaviors for varying situations where interpersonal contact occurs.
10. analyze, evaluate, and improve a discussion group by developing a participant-observer perspective.
11. develop communication acts which facilitate group achievement.
12. assume the responsibilities and techniques of an effective leader.
13. prepare for group problem solving.
14. assume the roles and responsibilities inherent in the dynamics of small groups.

TEXT: UNDERSTANDING INTERPERSONAL COMMUNICATION by Richard Weaver, Scott Foresman, 1990, Fifth Edition.

PREREQUISITES: Completion of ENG 020 and REA 020 or placement scores of ENG 050 and REA 050 or higher.

CREDIT: 3 semester hours

UNITS:	I.	Interpersonal Communication	50%	6 weeks
	II.	Interpersonal Communication in Group Setting	50%	6 weeks

SCHEDULE:

Session 1:	Introductions/Course Syllabus
Session 2:	General Communications Concepts
Session 3:	Perception
Session 4:	Perception
Session 5:	Self-Concept - Intrapersonal Communication
Session 6:	Non-Verbal Communication
Session 7:	Influencing/Persuading
Session 8:	Emotions
Session 9:	Assertiveness
Session 10:	Assertiveness
Session 11:	Conflict - Interpersonal/Review for Midterm/Journals Due
Session 12:	Midterm Exam
Session 13:	Interview Skills
Session 14:	Small Groups/Preparing for Small Group Discussions
Session 15:	Decision Making in Small Groups
Session 16:	Leading Small Groups
Session 17:	Roles in Small Groups
Session 18:	Promoting Cohesiveness/Encouraging Development
Session 19:	Managing Conflict in Small Groups
Session 20:	Coping With Difficult People
Session 21:	Application Exercises
Session 22:	Application Exercises/Review for Final Exam

Session 23:	Application Exercises/Journals Due	
Session 24:	Final Exam	
GRADING:	Articles (4 x 10%)	= 40%
	Midterm Exam	= 10%
	Final Exam	= 10%
	Journals (2 x 10%)	= 20%
	Attendance (2 x 5%)	= 10%
	Participation (2 x 5%)	= 10%
		100%

Students will each research, read, and orally report on four articles related to four different topics discussed in this class. Reports will be evaluated on appropriateness of article and quality of oral presentation (organization, content, presentation).

Journals will be kept by each student and handed in twice during the course of the semester. Journals should reflect understanding of the topics discussed and should demonstrate students application of communication principles to situations occurring on the job.

Because a large degree of learning and application will occur in the classroom, attendance is strongly encouraged. Credit will not be given to students missing more than 25% of class time.

Cheating or plagiarism will result in an automatic U for the course.

MIDTERM EXAM

NAME:_____
(1 POINT)

1. Name and explain two of the ten principles of communication. (4 points)

2. Discuss perception as a selective process. (4 points)

3. Name and discuss the three parts of the social self. (6 points)

4. What are the four functions of nonverbal communication in regard to verbal communication? (4 points)

5. What is assertiveness? How is it distinguished from nonassertive and aggressive behavior? (3 points)

6. List the five styles of managing conflict. Give a benefit and liability for each. (10 points; one half per benefit or liability)

FINAL EXAM NAME: _____

1. Discuss the participant/observer concept.

2. Name and explain the task functions a person may take.

3. Name and explain the social functions.

4. What are the dysfunctional roles people sometimes assume?

5. Discuss the five styles for managing conflict.

6. In what ways can decisions be made?

7. In a new group, what behaviors do you want to exhibit (or avoid) if you want to end up the leader of the group.

8. What are the steps of the problem solving process? What occurs in each (if not evident)?

9. Discuss the language and strategies (7) that are useful in structuring and guiding group activities.

10. How can you stimulate and promote creativity?

11. How can you stimulate and promote critical thinking?

SPEAKING SKILLS

FOR

THE WORKPLACE

OBJECTIVES FOR EIGHT-WEEK COURSE
"SPEAKING SKILLS FOR THE WORKPLACE"

8 WEEK COURSE OBJECTIVES

By the end of this 8 week course students will:

1. Understand the purpose and format of the following business speeches:
   a. The Technical Briefing
   b. The Proposal
   c. Speech for Nontechnical Audience
   d. The Technical Paper
2. Know the basic components of a "good" technical speech.
3. Know how to write and present a technical speech.
4. Experience writing three business speeches: (1) The Briefing, (2) The Proposal, (3) A choice of the Nontechnical audience speech or the Technical paper.
5. Experience presenting their prepared speeches before class audiences.
6. Learn basic stress reducing exercises.
7. Experience and develop analytical listening skills
8. Learn to constructively evaluate all other speakers both orally and on written evaluation sheets.
9. Know the process of putting together a team technical resentation.
10. Know how to prepare and utilize the most effective visual aids.

TIME: 8 weeks, 2 hours per class

MATERIALS: Classroom for at least twenty students.
Handout sheets (see individual class plans)
Assignments (see individual class plans)

MISCELLANEOUS HANDOUT SHEETS

TELL THEM WHAT YOU'RE GOING TO TELL THEM.

THEN TELL THEM.

THEN, TELL THEM WHAT YOU'VE TOLD THEM.

THERE IS NO KNOWN RELATIONSHIP

BETWEEN QUALITY OF IDEAS

AND COMPLEXITY OF WORD

USED TO EXPLAIN THEM.

FURTHERMORE, THERE IS NO PROVEN RELATIONSHIP

BETWEEN COMPLEXITY OF WORDS USED TO COMMUNICATE

AND KNOWLEDGE AND INTELLIGENCE--

ONLY THE "NEED" TO MAKE IT APPEAR SO BY SOME PEOPLE.

The most valuable of all talents is that of never using two words when one will do.

—Thomas Jefferson

FIRST CLASS

FIRST CLASS

OBJECTIVES; By the end of this class period the students will:

1. Know what will be covered in the 8 week course.
2. Know what their assignments will be.
3. Understand the basics of preparing a technical speech.
4. Review basic components of effective speech giving.
5. Experience the following stress reducing exercises: (1) Yoga breathing, (2) Counter conditioning.
6. Present oral, one- to two-minute brief about themselves.
7. Be able to prepare the briefing speech.

TIME: Two hours

MATERIALS: **HANDOUTS:**

1.1 Class Outline
1.2 Class Schedule
1.3 Speech Preparation
1.4 Inverted Outline
1.5 Basic speech making review
1.6 The five "C's" of writing and presenting technical speeches
1.7 "The Briefing speech"

ASSIGNMENTS: "The Briefing"

SPEAKING SKILLS FOR THE WORKPLACE

CLASS OUTLINE

We will cover four of the most common types of speeches used in business today plus "The Team Presentation."

1. **The Technical Briefing:** This is the most common kind of speech given in today's workplace. It's usually short (under ten minutes) with no frills. It's used to present technical information to a critical audience. The purpose is to inform.

2. **The Proposal:** This type of speech is also often used. It's similar to the briefing, but it adds an element of persuasion. You might say it's a "persuasive briefing." The purpose of the proposal is to bring about action or acceptance of an idea.

3. **The Nontechnical Audience:** This is the type of speech given by a professional business person to an audience of lay people. As the speaker, you will be presenting technical information, organized and simplified, so your audience can understand it. The purpose is usually to inform, but it can also be persuasive.

4. **The Technical Paper:** This is the type of speech you most likely would make to a group of your peers. The purpose would be to share knowledge or new happenings, etc. in your field.

5. **The Team Technical Presentation:** The growth of specialization within professions, businesses, careers, etc. has brought about team presentations. The purpose of a team presentation is to inform or persuade or a combination of both. It might be presented to peers, lay persons, company personnel, etc.

Because speaking can only be learned through doing, you will have assignments, and our class time will consist of as much actual speaking and listening as possible. As a listener you will be actively participating and learning while evaluating the speakers.

I am looking forward to enjoying the next eight weeks with you. Giving speeches is a lot of fun. It becomes addictive, and when you find yourself getting better and giving good speeches it can be the greatest ego boost in the world.

Frances Burns

SPEAKING SKILLS FOR THE WORKPLACE

CLASS SCHEDULE

FIRST WEEK:
1. Hand out "Class Outline" and discuss.
2. Review the basics of writing and presenting speeches.
3. Hand out and present "The Briefing."
4. Discuss stress reduction methods.
5. If time, 1 to 2 minute briefs about themselves.
6. Assign 3 to 5 minute speeches for next week.

SECOND WEEK:
1. Hand out evaluation sheets and discuss.
2. Listen to and evaluate as many speeches as possible.
3. Copy evaluations (for me to evaluate). Originals to speaker.
4. Answer questions.

THIRD WEEK:
1. Answer questions about homework, if any.
2. Last speakers report on the most useful evaluations.
3. Hand back evaluated "evaluations."
4. Listen to and evaluate as many speeches as possible.
5. Copy evaluations. Give originals to speakers.
6. Last 15 minutes: Present "The Proposal." Give handouts.
7. Assign 3 to 5 minute speeches. Volunteers to be ready the following week. Others will have two weeks to prepare.

FOURTH WEEK:
1. Answer questions if any.
2. Last speakers report on the most useful evaluations.
3. Listen to and evaluate as many speeches as possible.
4. If time permits, hold oral evaluations.
5. 1-2 minute Table topics if time permits.

FIFTH WEEK:
1. Answer questions if any.
2. Evaluation reports
3. Complete speeches/copy evaluations.
4. If time, verbal evaluations.
5. Last 30 minutes: Present "Nontechnical Audience" and "The Technical Paper." Give handouts.
6. Assign 5-10 minute speeches. Choose either of the above. Volunteers to be ready next week.

SIXTH WEEK:
1. Begin listening to and evaluating final speeches.

SEVENTH WEEK:
1. Final speeches/evaluations
2. Hand out "The Team Presentation and discuss.

EIGHTH WEEK:
1. Class evaluation by the class. Verbal and written.
2. An explanation of and invitation to "Toastmasters."

SPEECH PREPARATION

If your speech is short it may work best to just get it all down on paper. At this point, don't worry about spelling, punctuation, or outlining. Just get it down. Then put it way for awhile - overnight if possible. But even a couple of hours helps.

When you return to it, begin to organize; you must have an introduction, a body, and a conclusion:

INTRODUCTION: The introduction should get the attention of the audience. The main idea and the most important information should be stated either in the introduction or somewhere in the early part of the speech.

BODY: Use points and data which contribute to understanding your main idea. Everything in the body should support or connect with your main idea. Repeat your main idea throughout the body.
Be careful! The body of the speech is where many speakers get off on a tangent and lose their audience. Once this occurs, it's difficult for the audience to return to your main idea. No extra frills! If it doesn't contribute to the message, don't use it. The simpler it is, the easier it will be to understand. Your purpose is to inform, not show everyone how smart you are. If your speech is long, or you have difficulty organizing, use an outline. An outline is a tool to help you put your thoughts, ideas, and information in order.

CONCLUSION: A strong conclusion should summarize the body of the speech and reinforce your main idea. The main idea should be repeated in the conclusion. The conclusion is what your audience will remember.

Once you have a rough draft down on paper, read it out loud and listen to the flow. Does everything fit? Is something out-of-place? Get rid of all unnecessary information, and extra words. Clean it up and fine tune it. If possible, read it to someone else. Ask them if they notice any interruption to the flow of the words, sentences or paragraphs. Everything should flow along or connect.

Once you've got it where you want it, and it says what you want as well as you can say it--**the real work begins**. **PRACTICE! PRACTICE! PRACTICE!** Practice alone in a room, out loud. Practice before a mirror. If it's an important speech, get your family or friend(s) to listen.

Now that you know it by heart, make a simple outline on a 5X8 card. Be brief but put down all important points. Now practice without your notes. Do not read to the audience. Don't memorize your speech verbatim. **Learn it**. While practicing your speech, if a certain word continually trips you up, use another one with the same meaning. The more experience you get with speaking in front of an audience, the less practice you will require. But you will always have to practice.

DESCENDING OUTLINE

The "descending outline" or "inverted pyramid", as it is also referred to, was developed by the journalism field. In this type of outline essential information is presented at the beginning of a story or article. An editor then can cut at any point and not lose the main message. Business people often read on the run so it makes good sense to begin a technical writing or speech with your main message, the purpose of your speech or report, follow with supporting points and details, and end with a summary and reinforcement of the main message. Following is a brief "outline" of a descending outline:

I. Main message or most important information
   - A. Recommendations
     1. _____
   - B. Conclusions
     1. _____
     2. _____

II. Methods and Findings
   - A. _____
     1. _____
     2. _____
        - a. _____
        - b. _____

III. Summary and reinforcement of main message.

IV. Appendixes (optional material)
   - A. Tool listing
   - B. Charts
     1. January sales
     2. February sales

Make your outline as short or as long, as simple or detailed as necessary to organize your report or speech. It's your tool; use it the way it best helps you. An outline can:

..organize your information.
..speed up your first draft.
..help you to condense.
..help you to see relationships and ideas.
..eliminate major revisions .
..let you know exactly where you are.

SPEAKING SKILLS FOR THE WORKPLACE

BASICS OF SPEECH MAKING

CONTENT:

1. Organize: Strong opening, sufficient support, strong ending.
2. Easy to understand and follow. Flows smoothly. Concise.
3. Strong opening that grabs one's attention.
4. Speech fits the audience.
5. Interesting
6. Well prepared
7. Speaker knows subject

DELIVERY:

Voice: Loud enough? Vocal variety? Good diction?

Body Language: Posture shows confidence? Uses appropriate gestures?

Eye Contact: Looks at audience? Covers whole audience?

Talks to the audience?

Use notes but not obvious?

SPEAKING SKILLS FOR THE WORKPLACE

THE 5 "C"S OF GOOD TECHNICAL WRITING AND SPEAKING

1. **CONCISENESS**: Keep it simple and as short as possible without leaving out anything necessary. The more words there are, the weaker the message is. This saves time and adds punch. Make every word count.

Use active verbs most of the time. Using active verbs usually cuts down on the number of words needed to complete a sentence.

Avoid cliches, extra little words, redundancies, unnecessary adverbs and adjectives.

2. **CLARITY**: Use short sentences, short paragraphs, plenty of white paper and dark, bold headings. If your paper is lengthy, make it possible for the reader to get the gist of it just by glancing through and reading the headings.

Use concrete words--say exactly what you mean. Make sure a sentence cannot be misconstrued because of the way you have written it.

Use correct relationships between nouns and pronouns, subjects and verbs.

Know your audience and write or speak to them.

The most important information should be first: in the opening, in a sentence, in a paragraph.

3. **COHERENCE**: Use a consistent viewpoint; don't switch back and forth.

Use clear transitions between sentences and paragraphs so your words flow smoothly together as a unified whole.

Repeat your main message throughout the body and in the conclusion of your paper or speech.

4. **COMPLETENESS**: Include everything necessary in order for your audience to understand. You must know your audience.

5. **CORRECTNESS**: Edit for: Spelling, punctuation, incomplete sentences, relationships, capitalization.

SPEAKING SKILLS FOR THE WORKPLACE

THE TECHNICAL BRIEFING

The briefing is the most common speech used in the workplace. It's a straight-forward, no-frills, speech to inform. Examples:

1. An engineer informs a group about a new project.
2. A head nurse informs her staff about new procedures.
3. A city attorney informs the city council of legal action.
4. A clerk presents a job report to supervisors of a company.

The purpose of the brief is to present information in such a way that busy people can easily and quickly understand the information.

The following steps will help you prepare an effective speech:

1. **Analyze your audience:** How much do they know? What are their needs? You want to present ony the necessary information. The amount of information you present will depend on your audience. If there is too little information they won't understand. If there is too much they will be bored, and you will be wasting their time.

2. **State your objective:** What do you want your audience to know or be able to do?

3. **Main message:** Define your main message in a single sentence. This sentence will be the focal point for your whole speech. It should be introduced early in the speech and repeated throughout the body and conclusion.

EXAMPLE:
Objective: The Vice President and other supervisors will understand why it is necessary to change the mail pickup and sorting routine.

Main message: The mail system will be greatly enhanced by making basic changes to the present system.

Primary points:
1. Time schedules don't coincide with post office.
2. Work shifts allow too many carry-overs.
3. Company pick-ups should be scheduled around individual departments.

The above is a very brief outline. Now arrange your material into an introduction, a body, and a conclusion. State your main idea early, and reinforce it throughout the speech. Summarize your points and restate your main message in the conclusion.

ASSIGNMENT: Prepare a three- to five-minute Technical Briefing using information relative to your career, profession, or job. Address your speech to the audience that you would normally be giving the speech to. Use the attached evaluation sheet as a guideline to aim for.

SECOND CLASS

SPEAKING SKILLS FOR THE WORKPLACE

SECOND CLASS

OBJECTIVES: By the end of this class period the students will:

1. Know how to constructively evaluate other speakers.
2. Evaluate the other speakers using hand-out evaluation sheets.
3. Give "The Briefing" speech to the class.

TIME: Two hours

MATERIALS: **HANDOUTS:**

2.1 Evaluation Guide
2.2 "The Briefing" evaluation sheet
2.3 Helpful Hints

EVALUATING

WHY EVALUATE? Evaluation is an essential part of learning to speak before an audience. When giving a speech you cannot attend to the audience and also yourself.

The speaker receives valuable information from the evaluation process that he/she can use to improve content and delivery of a speech.

The evaluator benefits by practicing his/her listening skills, obtaining experience in analytical listening, and learning what is positive and negative in speeches.

HOW TO EVALUATE: You are not judging! Your purpose is to provide an honest, descriptive feedback of your reaction to the speech that will provide the speaker a means of improving his/her speaking ability.

Do not evaluate the subject matter. You are evaluating how it was prepared and presented. Comment on positive attributes as well as negative. Your intent should be to build self-esteem as well as provide useful feedback.

Use the evaluation sheets given to you for each different speech. Be direct, to the point and honest. If you were confused-say so. Don't comment on things the speaker has no control over such as a nervous tick or a speech impediment.

If your reaction is negative-say so. Positive? - say so.

Try to provide honest, helpful suggestions for improvement.

SPEAKING SKILLS FOR THE WORKPLACE

EVALUATION GUIDE FOR THE TECHNICAL BRIEFING

NOTE: The speech should be aimed at a particular audience. It should be clear, concise, and logical. Everything in the speech should support the main message.

Category	Excellent	Good	Needs Improvement
Content:			
Did technical information fit the level of the audience?			
Did the Speaker include the main message early?			
Did the facts or information support or explain the main message?			
Was the speech clear, concise, and logical?			
Was the speech interesting?			
Delivery:			
Voice?			
Body Language?			
Eye Contact?			
Vocabulary?			

COMMENTS & RECOMMENDATIONS:

EVALUATORS NAME _____ SPEAKERS NAME _____

DATE _____

HELPFUL HINTS

1. You're afraid! Tense! Don't worry--you have plenty of company. Speaking in public is the scariest thing there is to most people. But I promise you--if you do it--you'll conquer your fears. And, you'll love doing it.

2. Your audience will only be able to grasp one or two of your main ideas. One or two! Not eight or ten. Know what you want to get across to your audience, know your subject well, and eliminate the unnecessary.

3. Get organized. Use an opening to get attention and tell your audience what you are going to inform them about. Use the body to support the main idea. Have a strong closing which should include repeating what you want them to know when they leave.

4. Be yourself. If you can't tell a joke well--don't! You can learn to tell jokes, but it takes practice.

5. Know your subject. If you don't understand your subject, neither will your audience.

6. Keep your speech as short as possible. We can only absorb so much information at one time. Too much information at one time or too
complicated a subject will result in no learning or understanding.

7. Take control. You have it! Smile and look at your audience. Don't begin until you have everyone's attention. They will know you are in charge.

8. Use eye contact to talk to the audience. Pick out three faces in different parts of the room. If you speak to these three it will appear as if you are speaking to everyone.

9. Talk to your audience. Use notes but don't read.

10. Lean the different relaxation methods, and use them prior to speaking.

THIRD CLASS

SPEAKING SKILLS FOR THE WORKPLACE

THIRD CLASS

OBJECTIVES: By the end of this class period the students will:

1. Evaluate the bet previous evaluators.
2. Listen to and evaluate "the briefing" speeches.
3. Receive the instructor's evaluation of their last evaluation.
4. Understand and be able to prepare "the proposal" speech.

TIME: Two hours

MATERIALS: **HANDOUTS: "The Proposal " speech**

ASSIGNMENT: "The Proposal" speech

SPEAKING SKILLS FOR THE WORKPLACE

THE PROPOSAL

The proposal is similar to a briefing, but it has the added element of persuasion. It might be called a "persuasive briefing."

While the primary purpose of most briefings are to inform, the proposal is an effort to sell: a product, an idea or an action of some kind. Examples:

1. The city engineering department seeks funds for sending two men to state seminars.

2. The Quality control supervisor wants additional computer programs designed to improve early detection of problems in heat-sealing.

3. A car dealership wants the city to purchase a fleet of cars from him.

All the above examples are technical in nature. The objective of each is to sell a product, concept, or recommendation.

The following steps (using a descending outline) will help you prepare an effective speech:

1. ANALYZE YOUR AUDIENCE. Try to determine what's important to them. If you want to convince someone to purchase your company's product should you emphasize cost first or quality? How successfully you present and support your main message depends on your knowing your audience.
2. STATE YOUR MAIN MESSAGE. There may be several important points you might want to make, but determine the main point or points. Then, clearly state, early in your speech, the main message in terms of audience benefits.

3. SUPPORT YOUR MAIN MESSAGE. In the body of your speech use facts and details to support your main message. Repeat your main message (not necessarily in the exact words) throughout the body of your speech.

4. CONCLUSION OR SUMMARY. Again, repeat your main message and make recommendations if any.

ASSIGNMENT: Prepare and present a three to five minute proposal using material from your job, career, or whatever you may have knowledge of pertaining to a product, service, idea or course of action. Ask the class to assume the role of your particular audience if you have one. Use the "inverted-pyramid" format when developing your speech

FOURTH CLASS

SPEAKING SKILLS FOR THE WORKPLACE

FOURTH CLASS

OBJECTIVES: By the end of this class period the students will:

1. Evaluate last evaluators for best evaluator.
2. Listen to and evaluate "The proposal" speeches.
3. Present their "proposal" speech.
4. Give oral classroom evaluations.
5. Give a one-to two-minute technical briefs without previous planning.

TIME: Two hours

MATERIALS: **HANDOUTS**: "The proposal" evaluation sheets

ASSIGNMENT: None

SPEAKING SKILLS FOR THE WORKPLACE

EVALUATION GUIDE FOR THE THE PROPOSAL

NOTE: The speech should be aimed at a particular audience. It should be clear, concise, and logical. Everything in the speech should support the main message. The speech should follow the descending format. The main message should be stated in a way that is beneficial to the specified audience.

Category	Excellent	Good	Needs Improvement
Content:			
Did technical information fit the level of the audience?			
Did the Speaker include the main message early?			
Did the facts or information support or explain the main message?			
Was the speech clear, concise, and logical?			
Was the speech interesting?			
Was the main message presented in a way beneficial to the audience?			
Did the speech follow the descending format?			
Delivery:			
Voice?			
Body Language?			
Eye Contact?			
Vocabulary?			

COMMENTS & RECOMMENDATION

EVALUATORS NAME _____ SPEAKERS NAME _____

DATE _____

FIFTH CLASS

SPEAKING SKILLS FOR THE WORKPLACE

FIFTH CLASS

OBJECTIVES: By the end of this class period the students will:

1. Evaluate best evaluator.
2. Listen to and evaluate any "Proposal " speeches not yet given.
3. Act as individual, classroom, verbal evaluator or within group sessions depending on class size.
4. Understand and be able to prepare the "Nontechnical Audience" speech and "The Technical" paper."
5. Know what visual aids are most effective and how best to use them.

TIME: Two hours

MATERIALS: **HANDOUTS**:
5.1 Visuals aids
5.2 Nontechnical Audience speech
5.3 The Technical Paper

ASSIGNMENT: Student may choose one of the above speeches to prepare for final assignment.

SPEAKING SKILLS FOR THE WORKPLACE

VISUAL AIDS

Most technical presentations of any length will include visual aids. The most common are the flipchart, overhead projector, and 35 mm. slides. All of them take practice to be effective.

FLIPCHART: A flipchart is good for small audiences of 20 or less. You can prepare sheets at home, write or draw on them during your speech, tear pages out, and hang them up. Flipcharts are ideal for simple viewing, but don't use them for complex tables, charts, or graphs.

Use bright colors: crayon or magic markers. Make sure the ink from markers doesn't bleed through. Make letters large with lots of space around and between them.

When giving your speech, keep your eyes on the audience. If you need to write or turn the page, pause in your speaking, continue when you can again look at your audience.

OVERHEADS: The overhead projector can be used effectively with fairly large audiences in fully-lighted rooms. The transparencies can be printed or photo copied or you can make your own using a special permanent felt pen or one that can be wiped off. These come in all colors. Like all other visual aids, these should be simple and bold. The most common error is putting too much on one sheet.

SLIDES: Slides are suitable for audiences of any size. The slides should have a high enough contrast to allow some light for note taking. If possible, use a remote device to advance the slides as you speak. Slides are most effective if horizontal, and they should fill the screen. Combine tables, figures, and word-only slides with people, products, machinery, etc.. If you can read the slides without using a magnifying glass, the audience should be able to read it.

GUIDLINES FOR EFFECTIVE VISUAL AIDS

1. **USE LARGE LETTERS:** Display them so everyone can see them.

2. **KEEP IT SIMPLE:** Graphs, diagrams, and tables should be general and simple. Use only one idea per visual. Use no more than seven lines with seven words per line on each visual.

3. **COLORFUL:** Colors add interest and emphasis, but avoid using more than two or three for each visual.

4. **USE THE RIGHT NUMBER:** It's better to use many visuals with a small amount of information on each rather than a few with too much information.

5. **ALLOW TIME TO ASSIMILATE:** Display each visual at least thirty seconds to one minute. If less than this, the audience may become frustrated because they can't assimilate the information.

6. **STOP TALKING** Avoid continuously talking when displaying a visual. Explain it, but give the audience time to figure it out. Most people can't absorb information from two separate places at the exact same time.

7. **MATCH VISUALS TO SPEECH:** Prepare your visuals to match your presentation so that they help each other to be more understandable.

8. **PRACTICE:** Using visuals takes practice. You can actually detract from your speech, if you don't use them correctly.

SPEAKING SKILLS FOR THE WORKPLACE

THE NONTECHNICAL AUDIENCE SPEECH

At some time or another you may be expected to present technical material or ideas to a nontechnical audience. It takes skill to be able to present complex information in a way that can be understood.

The purpose of a nontechnical speech may be simply to inform or it could be an effort to persuade. This type of speech is different from other technical speeches, because the emphasis at first is on getting the attention and interest of the audience rather than the main message.

The following steps will help you prepare an effective speech for a nontechnical audience:

1. **GET THEIR ATTENTION**: You must be enthusiastic and lively. Eye contact, body language, and voice are especially important. Simple, bold visuals add interest and help you to get your message to your audience. If you are not a great showman, don't try to be, but find ways to keep from boring your audience.

2. **GET THEIR INTEREST**: This is similar to step No. 1 but not quite the same. You get their interest and hold it by showing them that your message is important to them. So, approach the audience from their point-of-view.

3. **TELL THEM SO THEY CAN UNDERSTAND**: Here is where you must make the complex simple:
   - Use every-day, simple language.
   - Clearly define, in laymen's words, any technical words you must use.
   - Use short, concise sentences.
   - Use action verbs whenever possible.
   - Use examples, comparisons, analogies.
   - Make sure your speech flows smoothly from point to point.
   - Allow questions at any time.

4. **GAIN THEIR ACCEPTANCE**: If you are trying to get someone to accept what you are telling them you must build rapport, credibility and trust. Let them know you are like them--one of them. Ways to do this are:
   - Use self-directed humor
   - Describe your own experiences.
   - Arrange for a good introduction by someone they already respect.

5. **ENHANCE THEIR MEMORY**: People forget quickly. A thorough understanding is essential to remembering. Visual aids help, because people remember more of what they see and hear than what they just see or hear. Stop talking long enough for the audience to assimilate the information on the visual, as most people cannot learn from more than one source at any one time. Pamphlets or other handouts allow them to review information long after your speech is over.

6. **BRING ABOUT ACTION**: This step is much like "closing the sale." Tell the audience exactly what you want them to do: sign something, vote for something, buy something, etc.. If you've done a good job, you will have convinced them that the action you propose meets their needs.

ASSIGNMENT: Prepare and present a three-to five-minute nontechnical speech relating to something technical in your career or job. Use the "inverted pyramid" format as usual in preparing and presenting your speech except for Step 1 and Step 2 in which you first get their attention and interest. Inform your audience (the class) if they are to assume a particular role. Tell the audience they may ask questions but must be brief.

SPEAKING SKILLS FOR THE WORKPLACE

THE TECHNICAL PAPER

This is the type of speech you would most likely present to a group of your peers. The primary purpose is to share technical information with other people in your profession or field of work.

In this project, if you choose to, you may write your own technical speech, or you may select an article from a technical paper or magazine to use as the basis of your technical speech. However, it should be something you have first-hand knowledge and experience with.

A technical paper should explain a particular problem-solving method, a new development or new information, etc.. You should be telling your audience about something they may not yet know, so that the information adds to their knowledge.

Your audience will most likely be intelligent professionals eager to learn something new. Therefore, your speech must be interesting, informative, and well-organized. They will resent it if you waste their time by being poorly prepared or telling them something they already know. And, whatever you do, don't read your speech.

Visual aids will add a great deal to your presentation, but they must be of high quality.

The following steps will help you to prepare a successful speech:

1. Determine the main point or points. Keep it to a minimum of four or five. People, even professionals, can only absorb so much at one time.

2. Organize your speech using the "inverted pyramid." In the introduction, state the scope of the presentation.

3. Use the body of your speech to further explain the main points of the speech.

4. Use the summary to discuss possible benefits or further uses of the discovery, new method, etc.. and to make recommendations.

5. Tell them what you're going to tell them; then tell them. Then, tell them what you've told them.

6. Make it clear, logical, and objective. Leave out your own opinions.

7. Present your speech as if the article or paper were your own. Use a direct, conversational style when presenting your speech. Give them the main points without unnecessary detail.

8. Use simple visual aids.

ASSIGNMENT: Prepare and present a technical speech based on your own knowledge, a magazine article, or a technical paper written by someone else. Strive to prepare and present the speech based on the above steps.

SIXTH CLASS

SPEAKING SKILLS FOR THE WORKPLACE

SIXTH CLASS

OBJECTIVES: At the end of this class period the students will:

1. Present either the "Nontechnical Audience" speech or "The Technical Paper" speech.
2. Listen to and evaluate speakers verbally and on evaluation sheet either as whole class or in group sessions.

TIME: Two hours

MATERIALS: **HANDOUTS:** "Nontechnical Audience" and "Technical Paper" evaluation sheets.

ASSIGNMENT: None

SPEAKING SKILLS FOR THE WORKPLACE

EVALUATION GUIDE FOR THE NONTECHNICAL AUDIENCE

NOTE: The speech should be aimed at a particular audience. It should be clear, concise, and logical. Everything in the speech should support the main message. The speaker should get the audience's attention and interest at the beginning of the speech. The speech should be interesting, easily understood, and flow smoothly.

Category	Excellent	Good	Needs Improvement
Content:			
Get Attention?			
Get Interest?			
Easy to Understand?			
Interesting?			
Materials support main idea?			
Smooth-flowing?			
Simple language?			
Establish rapport, credibility?			
Delivery:			
Voice?			
Body Language?			
Eye Contact?			
Vocabulary?			

COMMENTS & RECOMMENDATIONS:

EVALUATOR'S NAME _____ SPEAKERS NAME

DATE _____

SPEAKING SKILLS FOR THE WORKPLACE

EVALUATION GUIDE FOR THE THE TECHNICAL PAPER

NOTE: The speech should be clear, concise, and logical. The speech should follow the descending format. The opening should contain a clear explanation of the new problem solving method, discovery, etc.. There should be only four or five main points. The conclusion should contain possible benefits and recommendations. The speech should be given in a conversational style.

Category	Excellent	Good	Needs Improvement
Content:			
Did the speech match the audience's interests & knowledge?			
Opening contain clear explanation?			
Clear and easy to understand?			
Main points kept to a minimum?			
Highlights and not details?			
Well prepared?			
Were visual aids effective?			
Was the speech clear, concise, and logical?			
Was the speech interesting?			
Did the speech follow the descending format?			
Delivery:			
Voice?			
Body Language?			
Eye Contact?			
Vocabulary?			

COMMENTS & RECOMMENDATION

EVALUATORS NAME _____ SPEAKERS NAME _____

DATE _____

SEVENTH CLASS

SPEAKING SKILLS FOR THE WORKPLACE

SEVENTH CLASS

OBJECTIVES: By the end of this class period the students will:

1. Listen to and evaluate speeches not yet given.
2. Will know how to plan and organize "The Team Presentation."

TIME: Two hours

MATERIALS: **HANDOUT** "The Team Presentation"

ASSIGNMENT: None

SPEAKING SKILLS FOR THE WORKPLACE

THE TEAM TECHNICAL PRESENTATION

The growth and complexity of professions and company business has led to Team presentations. A team presentation takes a great deal of preparation and organization in order to arrive at a set of unified objectives. If called upon to take the leadership in preparing a team presentation you will need to coordinate all the following:

1. Establish a beginning concept.
2. Recruit a team of fellow speakers.
3. Determine objectives and a main theme.
4. Establish and assign different responsibilities and deadlines.
5. Make arrangements for needed equipment and scheduling if any.
6. Supervise planning and development of visual aids.
7. Arrange for regular group meetings.
8. Keep track of the progress of everything.
9. Plan and arrange for rehearsals.
10. Assume a leading role in the actual presentation. (optional)

In addition to the above responsibilities the leader must motivate, make sure everyone knows what to do, and keep everyone on track.

ORGANIZING THE PRESENTATION

The following steps will help you to organize your team presentation:

1. Clarify your initial concept--What is the purpose for the team presentation? What are you supposed to accomplish? Prepare specific, written goals.

2. Choose your presentation team: The members should:

- Be knowledgeable and experienced.
- Work well with others.
- Be willing to commit themselves.
- Be willing to attend meetings and practice.
- Be willing to spend time preparing their written speeches and practice their presentations.

3. Begin to Plan the presentation. Based on your original goals in Step No. 1, identify your main message or theme. From here on the planning and preparation follow the sam basic pattern as it does with individual speeches except that different people will be presenting sections rather than one person. Assign each member his/her subject area and responsibilities, making sure he/she understands the overall theme so that their particular speech supports the overall theme. Remind the speakers that the audience will most likely be specialized, just as the speakers are, so each speaker should keep his/her speech general, clear, simple, and easy to understand. Everyone involved should know what everyone else is doing. Set a timetable for each phase of your plans.

4. Each speech should be carefully timed. Determine how long each speech will be and the order in which they will be given. Individuals should be working on their speeches. You should be involved with each one making sure key points of each speaker support the original theme and that there is not overlapping and duplication without leaving important information out.

5. Visuals should be planned by one individual or the group as a whole. All speakers should use visuals similar in style.

6. Hold a full rehearsal before a critical audience so that any problems can be corrected.

PRESENTATION FORMAT

Following is a suggested format for the actual team presentation:

If there are more than a few speakers a printed program should be provided for the audience. A program should include a brief explanation of the purpose of the presentation and a list of the speakers with a short description of his/her subject. The leader or someone designated by the leader acts as the announcer. The announcer opens with an overview and describes the purpose of the program, states the main message and explains each speakers part. He then introduces the first speaker.

The first speaker presents his speech staying within the time limit scheduled. He or she then invites questions, answers them, and when finished, introduces the next speaker.

After all speeches are completed, the announcer gives a summary of the complete program and asks for any additional questions. He or one of the other speakers may answer the questions. The announcer should end the program by reminding the audience of the main points of the program. The last information the audience hears is what they will most remember.

EIGHTH CLASS

SPEAKING SKILLS FOR THE WORKPLACE

EIGHTH CLASS

OBJECTIVES: By the end of this class period the students will

1. Ask questions concerning any areas not covered or unclear to them.
2. Evaluate the strengths and weaknesses of the eight-week course.
3. Provide written and oral suggestions to improve the course.
4. Know how to improve their public speaking skills through the local "Toastmasters" international organization.
5. Receive a certificate of satisfactory completion for the "Speaking Skills for the Workplace" course.

TIME: Two hours

MATERIALS: HANDOUTS Toastmaster brochures
Certificates
Course Evaluation

ASSIGNMENTS: None

SPEAKING SKILLS FOR THE WORKPLACE

COURSE EVALUATION

1. Was the material presented clearly and simply so that you could easily understand it?

2. Was the scope of the eight-week course too broad? Too narrow?

3. Are there areas that you think should have received more emphasis? Less emphasis?

4. Were the hand-out sheets helpful and easy to understand?

5. Were the class periods learning situations?

6. Did the instructor program for enough class participation?

7. Were the assignments appropriate?

Please contribute any suggestions you may have for improving this course and list any other related areas you would like to see covered.

SPEAKING SKILLS FOR THE WORKPLACE

PUEBLO COMMUNITY COLLEGE
M. D. VICE

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WORKPLACE SPEAKING SKILLS

Abstract

The goal of the workplace speaking skills unit is to stress the essential components of effective oral communication. An identified skill is emphasized in each lesson to provide a natural sequence of learning. The structure of a speech is developed by organization of information, production of a draft, and condensation and revision of content

The 5 "C"s of technical speaking -- conciseness, clarity, coherence, completeness, and correctness -- will be incorporated in each presentation.

The student will learn the development of a proposal appropriate for a variety of workplace applications. The preparation will be directed to gain the attention, interest, understanding and acceptance of the audience.

Students will evaluate the strength and weakness of a presentation to determine the appropriateness of content and the method of delivery as a means for the speaker to improve his/her speaking ability.

OBJECTIVES

Course Objectives: Workplace Speaking

At the completion of this course the student should be able to:

- Develop the ability to speak in public.
- Apply the concepts of good listening.
- Analyze the audience.
- Organize the body of the speech.
- Identify and apply different methods of delivery.
- Use visual aids as appropriate.
- Present ideas to inform and persuade present information for analysis and discussion in the workplace.

TIME AND MATERIALS

Timing

There will be two meetings a week for eight weeks which will equal 40 hours of instruction.

Each class period will be divided into the following:

1. Presentation
2. Demonstration
3. Application
4. Evaluation

Materials

Course Syllabus

Paper and Pencil

Text

COURSE PLAN

Daily Plan for Class

Introduction	5 Minutes
Presentation (Instruction)	45 Minutes
Demonstration (Student)	45 Minutes
In-class work period	35 Minutes
Summary and evaluation	20 Minutes
TOTAL	150 Minutes

Total Program Plan

Presentation (Instructor)	14 Hours
Demonstration (Instructor & Student)	12 Hours
In-class work (Student)	9 Hours
Summary and evaluation (Inst)	5 Hours
TOTAL	40 Hours

STUDENT VARIABLES INFLUENCING LEARNING

- Prior Knowledge
- Prior Experience
- Special Aptitudes
- Motivation
  - Alertness
  - Attention
  - Persistence
- Work Schedule
- Job Responsibility

TEACHING VARIABLES INFLUENCING LEARNING

- Personnel
- Training and Supervision
- Curriculum
  - Goals
  - Objectives
- Teaching Style
  - Motivation
  - Pacing of Instruction
  - Re-enforcement
- Time
- Structure
- Evaluation
  - Feedback
  - Remediation
  - Observation
  - Testing

TASK VARIABLES INFLUENCING LEARNING

- Content - What to Teach
- Sequence - When to Teach
- Method - How to Teach

BENEFITS OF SPEAKING COMPETENCE

- Personal Improvement
- Advancement in Job
- Mastery of Essential Skills
- Critical Thinking
- Problem Solving
- Further Educational Opportunities
- Ability to Follow Directions
- Creative Application of Skills
- Application to Workplace

POSITIVE CLASSROOM ACTIVITIES

- Discussing or Reviewing Classwork or Homework
- Introducing New Concepts
- Student Demonstration of Work
- Focusing Instruction on a Small Group or Total Group (not an individual)
- Positive Corrective Feedback to Incorrect Responses
- Using Short Quizzes
- Consistency in Sequence of Instruction

NEGATIVE CLASSROOM ACTIVITIES

- Teacher doing Organization or Management Tasks during Class Time
- Too Much Class Time for Written Assignments
- Too Much Time Spent with One Student
- Intrusions
- Uninvolved Students
- Misbehavior or Negative Interactions

CONCLUSIONS

- Teachers need to be interactive and directly involved with students to keep them on task.
- Teachers should distribute questions or problems to all members of the class and be supportive and guiding in their feedback.
- Teachers should offer several activities during a class period so that students can develop speaking, reading, listening, and writing skills. This helps students integrate information.
- The classroom must have minimal distractions or intrusions.
- Effective schools are friendly, teachers are available to students, and student success is recognized.

COURSE SYLLABUS

PUEBLO COMMUNITY COLLEGE

COURSE SYLLABUS

TITLE OF COURSE: Speaking Skills for the Workplace

PREFIX/NUMBER WPL Speech

INSTRUCTOR _____

DAY/TIME _____

BUILDING/ROOM _____

INSTRUCTOR OFFICE HOURS:

M _____

T _____

W _____

T _____

F _____

COURSE SYLLABUS

1. TITLE OF COURSE: Speaking Skills For the Workplace

2. PREFIX/NUMBER: WPL Speech CREDIT HOURS: NA

3. PREREQUISITES: N/A

4. RESOURCES NEEDED:

   SUPPLIES: Handouts

5. COURSE GOAL: To develop communication skills for the workplace

6. COURSE OBJECTIVES:

   1. To understand the purpose and format of the following business speeches:
      a. The technical briefing
      b. The proposal
      c. Speech for nontechnical audience
      d. The technical paper
   2. To know the basic components of a "good" technical speech
   3. To know how to write and present a technical speech
   4. To experience writing three business speeches: (1) the briefing, (2) the proposal, (3) a choice of the nontechnical audience speech or the technical audience speech or the technical paper
   5. To experience presenting prepared speeches before class audiences
   6. To learn basic stress reduction exercises
   7. To experience and develop analytical listening skills
   8. To learn to evaluate constructively all other speakers both orally and on written evaluation sheets
   9. To know the process of developing a team technical presentation
   10. To know how to prepare and utilize the most effective visual aids

EVALUATION PROCEDURES:

Raw Score Range	Grade Scale Letter Grade
	A
	B
	C
	D
	F

Special Remarks:

COURSE OUTLINE

WEEK 1

1. Hand out "Class Outline" and discuss
2. Review the basics of writing and presenting speeches
3. Hand out and present "The briefing"
4. Discuss stress reduction methods
5. Give one- to three-minute briefs about themselves
6. Assign three- to five-minute speeches for next week

WEEK: 2

1. Hand out evaluation sheets and discuss
2. Listen to and evaluate as many speeches as possible
3. Copy evaluations (for teacher to evaluate). Originals to speaker
4. Answer questions

WEEK: 3

1. Answer questions about homework, if any
2. Last speaker's report on the most useful evaluations
3. Hand back evaluated "evaluations"
4. Listen to and evaluated as many speeches as possible
5. Copy evaluations. Give originals to speakers.
6. Last 15 minutes: Present "The Proposal." Give handouts.
7. Assign three- to five-minute speeches. Volunteer to be ready the following week. Others will have two weeks to prepare.

WEEK: 4

1. Answer questions if any.
2. Last speaker's report on the most useful evaluations.
3. Listen to and evaluate as many speeches as possible.
4. If time permits, hold oral evaluations.
5. One- to two-minute table topics if time permits.

WEEK: 5

1. Answer questions if any
2. Evaluation reports
3. Complete speeches, copy evaluations.
4. If time, verbal evaluations.
5. Last 30 minutes: Present "Nontechnical Audience" and "The Technical paper." Give handouts.
6. Assign five- to 10-minute speeches. Choose either of the above. Volunteers to be ready next week.

WEEK: 6

1. Begin listening to final speeches.
2. Evaluate final speeches.

WEEK: 7

1. Final speeches/evaluations
2. Hand out "The Team Presentation" and discuss.

WEEK: 8

1. Class evaluation by the class. Verbal and written
2. An explanation of and invitation to "Toastmasters."

LESSON PLAN

A. Course Title: WPL Speaking B. Skill Number: 1

B. Skill: The Briefing

C. Prerequisite: None

D. Purpose: Basic writing and presentation

E. Performance Objectives: By the end of this class period the students will:

(1) know what will be covered in the eight-week course.
(2) know what their assignments will be.
(3) understand the basis of preparing a technical speech.
(4) review basic components of effective speech giving.
(5) experience the following stress reducing exercises: (1) yoga breathing, (2) counter conditioning.
(6) present oral, one- to two-minute brief about themselves.
(7) be able to prepare the briefing speech.

1. Activity: To learn about and prepare "The Technical Briefing" speech

2. Conditions: Lecture/Classroom

3. Standards: 80% on assignments and quizzes

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Materials and handouts:
	1.1 Class Outline
	1.2 Class Schedule
	1.3 Speech preparation
	1.4 Inverted Outline
	1.5 Basic speech-making review
	1.6 The five "C's" of writing and technical speeches
	1.7 "The Briefing Speech"

LECTURE OUTLINE

A. Course Title: WPL Speech B. Skill Number: 2

CLASS OUTLINE

Students will cover four of the most common types of speeches used in business today plus "The Team Presentation."

1. The Technical Briefing: This is the most common kind of speech given in today's workplace. It's usually short (under ten minutes) with no frills. It's used to present technical information to a critical audience. The purpose is to inform.

2. The Proposal: This type of speech is also often used. It is similar to the briefing, but it adds an element of persuasion. One might say it is a "persuasive briefing." The purpose of the proposal is to bring about action or acceptance of an idea.

3. The Nontechnical Audience: This is the type of speech given by a professional business person to an audience of lay people. As the speaker, students will be presenting technical information, organized and simplified, so the audience can understand it. The purpose is usually to inform, but it can also be persuasive.

4. The Technical Paper: This is the type of speech one most likely would make to a group of peers. The purpose would be to share such things as knowledge or new happenings in one's field.

5. The Team Technical Presentation: The growth of specialization within professions, businesses and careers has brought about team presentations. The purpose of a team presentation is to inform or to persuade or a combination of both. It might be presented to peers, lay persons, or company personnel.

Because speaking can only be learned through doing, students will have assignments in class that will consist of as much actual speaking and listening as possible. As a listener students will be actively participating and learning while evaluating the speakers.

Giving speeches is a lot of fun. It becomes addictive; and when one finds oneself getting better and giving good speeches, it can be the greatest ego boost in the world.

SPEECH PREPARATION

If your speech is short, it may work best to just get it all down on paper. At this point, don't worry about spelling, punctuation, or outlining. Just get it down. Then put it away for a while, overnight if possible, but even a couple of hours helps.

When you return to it, begin to organize. You must have an introduction, a body, and a conclusion.

INTRODUCTION: The introduction should get the attention of the audience. The main idea and the most important information should be stated either in the introduction or somewhere in the early part of the speech.

BODY: Use points and data which contribute to understanding your main idea. Everything in the body should support or connect with your main idea. Repeat your main idea throughout the body. Be careful! During the body of the speech, many speakers get off on a tangent and lose their audience. Once this occurs, it is difficult for the audience to return to your main idea.

Avoid extra frills! If it doesn't contribute to the message, don't use it. The simpler it is, the easier it will be to understand. Your purpose is to inform, not show everyone how smart you are. If your speech is long or if you have difficulty organizing, use an outline. An outline is a tool to help you put your thoughts, ideas, and information in order.

CONCLUSION: A strong conclusion should summarize the body of the speech and reinforce your main idea. The main idea should be repeated in the conclusion. The conclusion is what your audience will remember.

Once you have a rough draft down on paper, read it out loud, and listen to the flow. Does everything fit? Is something out-of-place? Get rid of all unnecessary information and extra words. Clean it up and fine tune it. If possible, read it to someone else. Ask them if they notice any interruption to the flow of the words, sentences, or paragraphs. Everything should flow along or connect.

Once you've got it where you want it and it says what you want as well as you can say it, the real work begins. PRACTICE! PRACTICE! PRACTICE! Practice alone in a room, out loud. Practice before a mirror. If it's an important speech, get your family or friend(s) to listen.

Now that you know it by heart, make a simple outline on a 5 x 8 card. Be brief, but put down all important points. Now practice without your notes. Do not read to the audience. Don't memorize your speech verbatim. Learn it. While practicing your speech, if a certain word continually trips you up, use another one with the same meaning. The more experience you get with speaking in front of an audience, the less practice you will require. But you will always have to practice.

DESCENDING OUTLINE

The "descending outline" or "inverted pyramid" as it is also referred to, was developed by the journalism field. In this type of outline, essential information is presented at the beginning of a story or article. An editor then can cut at any point and not lose the main message. Business people often read on the run so it makes good sense to begin a technical writing or speech with your main message--the purpose of your speech or report, follow with supporting points and details, and end with a summary and reinforcement of the main message. Following is a brief "outline" of a descending outline:

I. Main Message Or Most Important Information
   - A. Recommendations
     1. _____
     2. _____
   - B. Conclusions
     1. _____
     2. _____

II. Body (How, Where, Who, Why, When) Supporting information
   - A. _____
     1. _____
     2. _____
        - a. _____
        - b. _____
   - B. _____

III. Summary and Reinforcement of Main Message.

IV. Appendices (Optional Material)
   - A. Tool Listing
   - B. Charts
     1. January sales
     2. February sales

Make your outline as short or as long, as simple or detailed, as necessary to organize your report or speech. It is your tool; use it the way it best helps you. An outline can:

...organize your information.
...speed up your first draft.
...help you to condense.
...eliminate major revisions.
...let you know exactly where you are.

BASICS OF SPEECHMAKING

CONTENT:

1. Organize: Strong opening, sufficient support, strong ending.
2. Easy to understand and follow. Flows smoothly. Concise.
3. Strong opening that grabs one's attention.
4. Speech fits the audience.
5. Interesting.
6. Well prepared.
7. Speaker knows subject.

DELIVERY:

Voice: Loud enough? Vocal variety? Good diction?

Body Language: Posture shows confidence? Uses appropriate gestures?

Eye Contact: Looks at audience? Covers whole audiences?

Talks to the audience?

Use notes -- but not obvious?

THE 5 "C'S" OF GOOD TECHNICAL WRITING AND SPEAKING

1. CONCISENESS: Keep it simple and as short as possible without leaving out anything necessary. The more words there are, the weaker the message is. This saves time and adds punch. Make every word count.

   Use active verbs most of the time. Using active verbs usually cuts down on the number of words needed to complete a sentence.

   Avoid cliches, extra little words, redundancies, and unnecessary adverbs and adjectives.

2. CLARITY: Use short sentences, short paragraphs, plenty of white paper, and dark, bold headings. If your paper is lengthy, make it possible for the reader to get the gist of it just by glancing through and reading the headings.

   Use concrete words--say exactly what you mean. Make sure a sentence cannot be misconstrued because of the way you have written it.

   Use correct relationships between nouns and pronouns, subjects and verbs.

   Know your audience and write or speak to it.

   The most important information should be first -- in the opening, in a sentence, in a paragraph.

3. COHERENCE: Use a consistent viewpoint; don't switch back and forth.

   Use clear transitions between sentences and paragraphs so your words flow smoothly together as a unified whole.

   Repeat your main message throughout the body and in the conclusion of your paper or speech.

4. COMPLETENESS: Include everything necessary in order for your audience to understand. You must know your audience.

5. CORRECTNESS: Edit for spelling, punctuation, incomplete sentences, relationships, and capitalization.

THE TECHNICAL BRIEFING

The briefing is the most common speech used in the workplace. It's a straight-forward, no-frills speech to inform. Examples:

1. An engineer informs a group about a new project.
2. A head nurse informs her staff about new procedures.
3. A city attorney informs the city council of legal action.
4. A clerk presents a job report to supervisors of a company.

The purpose of the brief is to present information in such a way that busy people can easily and quickly understand the information.

The following steps will help you prepare an effective speech:

1. Analyze your audience: How much do they know? What are their needs? You want to present only the necessary information. The amount of information you present will depend on your audience. If there is too little information, they won't understand. If there is too much, they will be bored; and you will be wasting their time.

2. State your objective: What do you want your audience to know or be able to do?

3. Main message: Define your main message in a single sentence. This sentence will be the focal point of your whole speech. It should be introduced early in the speech and repeated throughout the body and conclusion.

   EXAMPLE:

   Objective: The Vice President and other supervisors will understand why it is necessary to change the mail pickup and sorting routine.

   Main message: The mail system will be greatly enhanced by making basic changes to the present system.

   Primary points:

   1. Time schedules don't coincide with the post office.
   2. Work shifts allow too many carryovers.
   3. Company pickups should be scheduled around individual departments.

   The above is a very brief outline. Now arrange your material into an introduction, a body, and a conclusion. State your main idea early and reinforce it throughout the speech. Summarize your points and restate your main message in the conclusion.

   ASSIGNMENT: Prepare a three- to five-minute Technical Briefing using information relative to your career, profession, or job. Address your speech to the audience to whom you would normally be giving the speech. Use the attached evaluation sheet as a guideline for which to aim.

LESSON PLAN

A. Course Title: WPL Speaking B. Skill Number: 2

B. Skill: Evaluation

C. Prerequisite: The Briefing

D. Purpose: Listen and constructively evaluate

E. Performance Objectives: By the end of this class period, the students will:
(1) Know how to evaluate other speakers constructively.
(2) Evaluate the other speakers using hand-out evaluation sheets.
(3) Give "The Briefing" speech to the class.

1. Activity: To learn to prepare the briefing speech

2. Conditions: Lecture/Classroom

3. Standards: 80% on assignments and quizzes

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Materials and handouts:
	2.1 Evaluation Guide
	2.2 "The Briefing" evaluation sheet
	2.3 Helpful Hints

LECTURE OUTLINE

A. Course Title: WPL Speech B. Skill Number: 2

EVALUATING

1. WHY EVALUATE: Evaluation is an essential part of learning to speak before an audience. When giving a speech one cannot attend to the audience and also oneself.

   The speaker receives valuable information from the evaluation process that he/she can use to improve content and delivery of a speech.

   The evaluator benefits by practicing his/her listening skills, obtaining experience in analytical listening, and learning what is positive and negative in speeches.

2. HOW TO EVALUATE: You are not judging! Your purpose is to provide an honest, descriptive feedback of your reaction to the speech that will provide the speaker a means of improving his/her speaking ability.

   Do not evaluate the subject matter. You are evaluating how it was prepared and presented. Comment on positive attributes as well as negative. Your intent should be to build self-esteem as well as provide useful feedback.

   Use the evaluation sheets given to you for each different speech. Be direct, to the point, and honest. If you were confused, say so. Don't comment on things the speaker has no control over such as a nervous tick or a speech impediment.

   If your reaction is negative, say so. Positive, say so.

   Try to provide honest, helpful suggestions for improvement.

EVALUATION GUIDE FOR THE TECHNICAL BRIEFING

NOTE: The speech should be aimed at a particular audience. It should be clear, concise, and logical. Everything in the speech should support the main message.

Category	Excellent	Good	Needs Improvement

CONTENT:

Did technical information fit the level of the audience?

Did the speaker include the main message early?

Did the facts or information support or explain the main message?

Was the speech clear, concise, and logical?

Was the speech interesting?

DELIVERY:

Voice?

Body Language?

Eye Contact?

Vocabulary?

COMMENTS AND RECOMMENDATIONS:

EVALUATOR'S NAME:_____ SPEAKER'S NAME:_____

DATE: _____

HELPFUL HINTS

1. You're afraid! Tense! Don't worry -- you have plenty of company. Speaking in public is the scariest thing there is to most people. But I promise you if you do it, you'll conquer your fears. And you'll love doing it.

2. Your audience will only be able to grasp one or two of your main ideas. One or two! Not eight or ten. Know what you want to get across to your audience, know your subject well, and eliminate the unnecessary.

3. Get organized. Use an opening to get attention and tell your audience what you are going to inform them about. Use the body to support the main idea. Have a strong closing, which should include repeating what you want them to know when they leave.

4. Be yourself. If you can't tell a joke well, don't! You can learn to tell jokes, but it takes practice.

5. Know your subject. If you don't understand your subject, neither will your audience.

6. Keep your speech as short as possible . We can only absorb so much information at one time. Too much information at one time or too complicated a subject will result in no learning or understanding.

7. Take control! You have it! Smile and look at your audience. Don't begin until you have everyone's attention. They will know you are in charge.

8. Use eye contact to talk to the audience. Pick out three faces in different parts of the room. If you speak to these three, it will appear as if you are speaking to everyone.

9. Talk to your audience. Use notes, but don't read.

10. Learn the different relaxation methods, and use them prior to speaking.

LESSON PLAN

A. Course Title: WPL Speaking B. Skill Number: 3

B. Skill: The Proposal

C. Prerequisite: Evaluation

D. Purpose: To prepare a proposal

E. Performance Objectives: By the end of this class period, the students will:
(1) evaluate the best previous evaluators.
(2) listen to and evaluate "the briefing" speeches.
(3) receive the instructor's evaluation of their last evaluation.
(4) understand and be able to prepare "The Proposal" speech.

1. Activity: To learn about and prepare the proposal speech

2. Conditions: Lecture/Classroom

3. Standards: 80% on assignments and quizzes

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Materials and handouts:
	"The Proposal" speech

LECTURE OUTLINE

A. Course Title: WPL Speech B. Skill Number: 3

THE PROPOSAL

The proposal is similar to a briefing, but it has the added element of persuasion. It might be called a "persuasive briefing."

While the primary purpose of most briefings is to inform, the proposal is an effort to sell a product, an idea, or an action of some kind. Examples:

1. The city engineering department seeks funds for sending two men to state seminars.

2. The quality control supervisor wants additional computer programs designed to improve early detection of problems in heat-sealing.

3. A car dealership wants the city to purchase a fleet of cars from him.

All the above examples are technical in nature. The objective of each is to sell a product, concept, or recommendation.

The following steps (using a descending outline) will help you prepare an effective speech:

1. ANALYZE YOUR AUDIENCE: Try to determine what's important to them. If you want to convince someone to purchase your company's product, should you emphasize cost first or quality? Determines how successfully you present and support your main message in terms of audience benefits.

2. STATE YOUR MAIN MESSAGE: There may be several important points you might want to make, but determine the main point or points. Then, clearly state, early in your speech, the main message in terms of audience benefits.

3. SUPPORT YOUR MAIN MESSAGE: In the body of your speech, use facts and details to support your main message. Repeat your main message (not necessarily in the exact words) throughout the body of your speech.

4. CONCLUSION OR SUMMARY: Again, repeat your main message and make recommendation, if any.

ASSIGNMENT: Prepare and present a three- to five-minute proposal using material from your job, career, or whatever you may have knowledge of pertaining to product, service, idea, or cause of action. Ask the class to assume the role of your particular audience if you have one. Use the "inverted-pyramid" format when developing your speech.

LESSON PLAN

A. Course Title: WPL Speaking B. Skill Number: 4

B. Skill: Oral Evaluations

C. Prerequisite: The Proposal

D. Purpose: Listen and evaluate speeches

E. Performance Objectives: By the end of this class period, the students will:
(1) evaluate last evaluators for best evaluator.
(2) listen to and evaluate "The Proposal" speeches.
(3) present their "proposal" speech.
(4) give oral classroom evaluations.
(5) give a one- to two-minute technical brief without previous planning.

1. Activity: To listen and evaluate speeches

2. Conditions: Lecture/Classroom

3. Standards: 80% on assignments and quizzes

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Materials and handouts:
	"The Proposal" evaluation sheets

LECTURE OUTLINE

A. Course Title: WPL Speech B. Skill Number: 4

EVALUATION GUIDE FOR THE PROPOSAL

NOTE: The speech should be aimed at a particular audience. It should be clear, concise, and logical. Everything in the speech should support the main message. The speech should follow the descending format. The main message should be stated in a way that is beneficial to the specified audience.

Category	Excellent	Good	Needs Improvement

CONTENT:

Did technical information fit the level of the audience?

Did the speaker include the main message clearly?

Did the facts or information support or explain the main message?

Was the speech clear, concise, and logical?

Was the speech interesting?

Was the main message presented in a way beneficial to the audience?

Did the speech follow the descending format?

DELIVERY:

Voice?

Body Language?

Eye Contact?

Vocabulary?

COMMENTS and RECOMMENDATION:

EVALUATOR'S NAME:_____ SPEAKER'S NAME:_____
DATE: _____

LESSON PLAN

A. Course Title: WPL Speaking B: Skill Number: 5

B. Skill: Nontechnical Audience and The Technical Paper

C. Prerequisite: Oral Evaluation

D. Purpose: To evaluate any proposal

E. Performance Objectives: By the end of this class period, students will:
(1) evaluate best evaluator.
(2) listen to and evaluate any "Proposal" speeches.
(3) act as individual, classroom, verbal evaluator or within group sessions depending on class size.
(4) understand and be able to prepare the "Nontechnical Audience" speech and the "Technical" paper.
(5) know what visual aids are most effective and how best to use them.

1. Activity: Student may choose one of the above speeches to prepare for final assignment.

2. Conditions: Lecture/Classroom

3. Standards: 80% on all assignments and quizzes

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Materials and handouts:
	5.1 Visual Aids
	5.2 Nontechnical Audience speech
	5.3 The Technical Paper

LECTURE OUTLINE

A. Course Title: WPL Speaking B. Skill Number: 5

VISUAL AIDS

Most technical presentations of any length will include visual aids. The most common are the flipchart, overhead transparencies, and 35 mm slides. All of them take practice in using them to be effective.

FLIPCHART: A flipchart is good for small audiences of 20 or fewer. You can prepare sheets at home, write or draw on them during your speech, tear pages out, and hang them up. Flipcharts are ideal for simple viewing, but don't use them for complex tables, charts, or graphs.

Use bright colors: crayon or magic markers. Make sure the ink from markers doesn't bleed through. Make letters large with lots of space around and between them.

When giving your speech, keep your eyes on the audience. If you need to write or turn the page, pause in your speaking; continue when you can again look at your audience.

OVERHEADS: The overhead projector can be used effectively with fairly large audiences in fully lighted rooms. The transparencies can be printed or photocopied, or you can make your own using a special permanent felt pen or one that can be wiped off. These come in all colors. Like all other visual aids, these should be simple and bold. The most common error is putting too much on one sheet.

SLIDES: Slides are suitable for audiences of any size. The slides should have a high enough contrast to allow some light for notetaking. If possible, use a remote device to advance the slides as you speak. Slides are most effective if horizontal, and they should fill the screen.

Combine tables, figures, and word-only slides with people, products, machinery, etc. If you can read the slides without using a magnifying glass, the audience should be able to read it.

GUIDELINES FOR EFFECTIVE VISUAL AIDS

1. USE LARGE LETTERS: Display them so everyone can see them.

2. KEEP IT SIMPLE: Graphs, diagrams, and tables should be general and simple. Use only one idea per visual. Use no more than seven lines with seven words per line on each visual.

3. COLORFUL: Colors add interest and emphasis, but avoid using more than two or three for each visual.

4. USE THE RIGHT NUMBER: It's better to use many visuals with a small amount of information on each, rather than a few with too much information.

5. ALLOW TIME TO ASSIMILATE: Display each visual at least thirty seconds to one minute. If less than this, the audience may become frustrated because they can't assimilate the information.

6. STOP TALKING: Avoid continuously talking when displaying a visual. Explain it, but give the audience time to figure it out. Most people can't absorb information from two separate places at the same time.

7. MATCH VISUALS TO SPEECH: Prepare your visuals to match your presentation so that they help each other out. Most people can't absorb information from two separate places at the exact same time.

8. PRACTICE: Using visuals takes practice. You can actually detract from your speech if you don't use them correctly.

THE NONTECHNICAL AUDIENCE SPEECH

At some time or another, you may be elected to present technical material or ideas to a nontechnical audience. It takes skill to able to present complex information in a way that can be understood.

The purpose of a nontechnical speech may be simply to inform or it could be an effort to persuade. This type of speech is different from other technical speeches because the emphasis at first is on getting the attention and interest of the audience rather than the main message.

The following steps will help you prepare an effective speech for a nontechnical audience:

1. GET THEIR ATTENTION: You must be enthusiastic and lively. Eye contact, body language, and voice are especially important. Simple, bold visuals add interest and help you to get your message to your audience. If you are not a great showman, don't try to be, but find ways to keep from boring your audience.

2. GET THEIR INTEREST: This is similar to Step No. 1, but not quite the same. You get their interest and hold it by showing them that your message is important to them. So, approach the audience from their point-of-view.

3. TELL THEM SO THEY CAN UNDERSTAND: Here is where you must make the complex simple:

   - Use every-day, simple language.
   - Clearly define in layman's words and technical words you must use.
   - Use short, concise sentences.
   - Use action verbs whenever possible.
   - Make sure your speech flows smoothly from point to point.
   - Allow questions at any time.

4. GAIN THEIR ACCEPTANCE: If you are trying to get someone to accept what you are telling them, you must build rapport, credibility, and trust. Let them know you are like them -- one of them. Ways to do this are:

   - Use self-directed humor
   - Describe your own experiences.
   - Arrange for a good introduction by someone they already respect.

5. ENHANCE THEIR MEMORY: People forget quickly. A thorough understanding is essential to remembering. Visual aids help because people remember more of what they see and hear than what they just see or hear. Stop talking long enough for the audience to assimilate the information of the visual as most people cannot learn from more than one source at any one time. Pamphlets or other handouts allow them to review information long after your speech is over.

6. BRING ABOUT ACTION: This step is much like "closing the sale." Tell the audience exactly what you want them to do: sign something, vote for something, buy something, etc. If you've done a good job, you will have convinced them that the action you propose meets their needs.

ASSIGNMENT: Prepare and present a three- to five-minute nontechnical speech relating to something technical in your career or job. Use the "inverted pyramid" format as usual in preparing and presenting your speech except for Step 1 and Step 2 in which you first get their attention and interest. Inform your audience (the class) if they are to assume a particular role. Tell the audience they may ask questions but must be brief.

THE TECHNICAL PAPER

This is the type of speech you would most likely present to a group of your peers. The primary purpose is to share technical information with other people in your profession or field of work.

In this project, if you choose to, you may write your own technical speech; or you may select an article from a technical paper or magazine to use as the basis of your technical speech, However, it should be something with which you have first-hand knowledge and experience.

A technical paper should explain such things as a particular problem-solving method, a new development or new information. You should be telling your audience about something they may not yet know, so that the information adds to their knowledge.

Your audience will add a great deal to your presentation, but it must be of high quality.

The following steps will help you to prepare a successful speech:

1. Determine the main point or points. Keep it to a minimum of four or five. People, even professionals, can only absorb so much at one time.

2. Organize your speech using the "inverted pyramid." In the introduction, state the scope of the presentation.

3. Use the body of your speech to further explain the main points of the speech.

4. Use the summary to discuss such topics as possible benefits, further uses of the discovery, or new methods, and to make recommendations.

5. Tell them what you're going to tell them; then tell them. Then, tell them what you've told them.

6. Make it clear, logical, and objective. Leave out your own opinions.

7. Present your speech as if the article or paper were your own. Use a direct, conversational style when presenting your speech. Give them the main points without unnecessary detail.

8. Use simple visual aids.

ASSIGNMENT: Prepare and present a technical speech based on your own knowledge, a magazine article, or a technical paper written by someone else. Strive to prepare and present the speech based on the above steps.

LESSON PLAN

A. Course Title: WPL Speech B. Skill Number: 6

B. Skill: Final Speeches

C. Prerequisite: Nontechnical Audience and the Technical Paper

D. Purpose: Listening and evaluation skills

F. Performance Objective: At the end of this class period, the students will:
(1) present either the "Nontechnical Audience" speech or "The Technical Paper" speech.
(2) listen to and evaluate speakers verbally and on evaluation sheet either as whole class or in group sessions.

1. Activity: None

2. Conditions: Lecture/Classroom

3. Standards: 80% on assignments and quizzes

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Materials and handouts:
	"Nontechnical Audience" and "Technical Paper" evaluation sheets

LECTURE OUTLINE

A. Course Title: WPL Speaking B. Skill Number: 6

EVALUATION GUIDE FOR THE NONTECHNICAL AUDIENCE

NOTE: The speech should be aimed at a particular audience. It should be clear, concise, and logical. Everything in the speech should support the main message. The speaker should get the audience's attention and interest at the beginning of the speech. The speech should be interesting, easily understood, and flow smoothly.

Category	Excellent	Good	Needs	Needs Improvement
CONTENT:				
Get attention?				
Get interest?				
Easy to understand?				
Interesting?				
Materials support main idea?				
Smooth flowing?				
Simple language?				
Establish rapport, credibility?				
DELIVERY:				
Voice?				
Body Language?				
Eye Contact?				
Vocabulary?				

COMMENTS AND RECOMMENDATIONS:

EVALUATOR'S NAME: _____
DATE: _____ SPEAKER'S NAME:_____

EVALUATION GUIDE FOR THE TECHNICAL PAPER

NOTE: The speech should be clear, concise, and logical. The speech should follow the descending format. The opening should contain a clear explanation of the new problemsolving method, discovery, etc. There should be only four or five main points. The conclusion should contain possible benefits and recommendations. The speech should be given in a conversational style.

Category	Excellent	Good	Needs Improvement
CONTENT:			
Did the speech match the audience's interests and knowledge?			
Did the opening contain clear explanation?			
Was it clear and easy to understand?			
Were main points kept to a minimum?			
Give highlights and not details?			
Was it well prepared?			
Were visual aids effective?			
Was the speech clear, concise, and logical?			
Did the speech follow the descending format?			
DELIVERY:			
Voice?			
Body Language?			
Eye Contact?			
Vocabulary?			

COMMENTS AND RECOMMENDATION:

EVALUATOR'S NAME:_____ SPEAKER'S NAME:_____
DATE: _____

LESSON PLAN

A. Course Title: WPL Speech B. Skill Number: 7

B. Skill: Final Speech Evaluation

C. Prerequisite: Finals Speeches

D. Purpose: Evaluate written speeches

E. Performance Objective: By the end of this class period, the students will:
(1) listen to and evaluate speeches.
(2) will know how to plan and organize "The Team Presentation."

1. Activity: To evaluate written speeches

2. Conditions: Lecture/Classroom

3. Standards: 80% on assignment and quizzes

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Materials and handouts:
	"The Team Presentation"

LECTURE OUTLINE

A. Course Title: WPL Speech B. Skill Number: 7

The growth and complexity of professions and company business has led to team presentations. A team presentation takes a great deal of preparation and organization in order to arrive at a set of unified objectives. If called upon to take the leadership in preparing a team presentation, you will need to coordinate all the following:

1. Establish a beginning concept.
2. Recruit a team of fellow speakers.
3. Determine objectives and a main theme.
4. Establish and assign different responsibilities and deadlines.
5. Make arrangements for needed equipment and scheduling if any.
6. Supervise planning and development of visual aids.
7. Arrange for regular group meetings.
8. Keep track of the progress of everything.
9. Plan and arrange for rehearsals.
10. Assume a leading role in the actual presentation. (optional)

In addition to the above responsibilities, the leader must motivate, make sure everyone knows what to do, and keep everyone on track.

ORGANIZING THE PRESENTATION

The following steps will help you to organize your team presentation:

1. Clarify your initial concept--what is the purpose of the team presentation? What are you supposed to accomplish? Prepare specific, written goals.

2. Choose your presentation team: The members should:

   - be knowledgeable and experienced.
   - work well with others.
   - be willing to commit themselves.
   - be willing to attend meetings and practice.
   - be willing to spend time preparing their written speeches and practice their presentations.

3. Begin to plan the presentation. Based on your original goals in Step No. 1, identify your main message or theme. From here on, the planning and preparation follow the same basic pattern as it does with individual speeches except that different people will be presenting sections rather than one person presenting all. Assign each member his/her subject area and responsibilities making sure he/she supports the overall theme. Remind the speakers that the audience will most likely be specialized, just as the speakers are, so each speaker should keep his/her speech general, clear, simple, and easy to understand. Everyone involved should know what everyone else is doing. Set a time table for each phase of your plans.

4. Each speech should be carefully timed. Determine how long each speech will be and the order in which they will be given. Individuals should be working on their speeches. You should be involved with each one making sure key points of each speaker support the original theme and that there is not overlapping and duplicating without leaving important information out.

5. Visuals should be planned by one individual or the group as a whole. All speakers should use visuals similar in style.

6. Hold a full rehearsal before a critical audience so that any problems can be corrected.

PRESENTATION FORMAT

Following is a suggested format for the actual team presentation:

If there are more than a few speakers, a printed program should be provided for the audience. A program should include a brief explanation of the purpose of the presentation and a list of the speakers with a short description of his/her subject. The leader or someone designated by the leader acts as the announcer. The announcer opens with an overview, and describes the purpose of the program, states the main message, and explains each speaker's part. He then introduces the first speaker.

The first speaker presents his speech staying within the time limit scheduled. He or she then invites questions, answers them, and when finished, introduces the next speaker.

After all speeches are completed, the announcer gives a summary of the complete program and asks for any additional questions. He or one of the other speakers may answer the questions. The announcer should end the program by reminding the audience of the main points of the program. The last information the audience hears is what they will most remember.

LESSON PLAN

A. Course Title: WPL Speech B. Skill Number: 8

B. Skill: Final Valuation Verbal and Written

C. Prerequisite: Final Speech Evaluation

D. Purpose: Review and overview of course effectiveness

E. Performance Objective: By the end of this class period, the students will:
(1) Ask questions concerning any areas not covered or unclear to them.
(2) Evaluate the strengths and weaknesses of the eight-week course.
(3) Provide written and oral suggestions to improve the course.
(4) Know how to improve their public speaking skills through the local "Toastmasters" international organization.
(5) Receive a certificate of satisfactory completion for the "Speaking Skills for the Workplace" course.

1. Activity: Course Evaluation

2. Conditions: Lecture/Classroom

3. Standards: 80% on assignments and quizzes

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Materials and handouts:
	Toastmaster brochures Certificates

LECTURE OUTLINE

A. Course Title: WPL Speech B. Skill Number: 8

COURSE EVALUATION

1. Was the material presented clearly and simply so that you could easily understand it?

2. Was the scope of the eight-week course too broad? Too narrow?

3. Are there areas that you think should have received more emphasis? Less emphasis?

4. Were the hand-out sheets helpful and easy to understand?

5. Were the class periods learning situations?

6. Did the instructor generate enough class participation?

7. Were the assignments appropriate?

Please contribute any suggestions you may have for improving this course and list any other related areas you would like to see covered.

MISCELLANEOUS HANDOUT SHEETS

THERE IS NO KNOWN RELATIONSHIP

BETWEEN QUALITY OF IDEAS

AND COMPLEXITY OF WORD

USED TO EXPLAIN THEM.

FURTHERMORE, THERE IS NO PROVEN RELATIONSHIP

BETWEEN COMPLEXITY OF WORDS USED TO COMMUNICATE

AND KNOWLEDGE AND INTELLIGENCE --

ONLY THE "NEED" TO MAKE IT APPEAR SO BY SOME PEOPLE.

TELL THEM WHAT YOU'RE GOING TO TELL THEM.

THEN TELL THEM.

THEN, TELL THEM WHAT YOU'VE TOLD THEM.

The

most valuable

of all talents

is that of

never using

two words

when one

will do.

Thomas Jefferson

50

ACKNOWLEDGEMENTS

Vera Lou Estrada, B.S., Director of Outreach Studies

Lupe Garcia, Administrative Clerk, Outreach Studies

Charlene Manzanares, Typist

Pueblo Community College Printshop

Esther Williams, Instructor of Business and Office Technologies

SELF-ESTEEM WORKSHOP

PUEBLO COMMUNITY COLLEGE

K. CHAMBERS

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ABSTRACT

The Self Esteem Workshop is designed to lift students from feelings of helplessness and little worth to a realization that feelings about self are controlled within and are manageable.Students will be able to overcome inadequate feelings about themselves and learn to build positive self precepts. Students will be able to recognize the development of their own self concepts and will be able to take a more objective stand. They will become familiar with techniques which would enable them to overcome any negative self thoughts and ways in which to build new positive thoughts about themselves. The materials used in this workshop are used to aid the instructor/facilitator in helping the students ponder and realize things about themselves that they would not otherwise consider.Each student will complete the class having established a new set of personal goals directed at building their self esteem.

OBJECTIVES

SELF ESTEEM WORKSHOP

At the completion of this course, the student should be able to:

- Recognize any negative thoughts of self as imposed by peers, family, and significant others.

- Overcome those negative thoughts by use of Positive Self Talk Statements.

- Understand the importance of taking care of oneself and continually setting new personal goals.

- Use the new knowledge in helping others gain a higher self esteem, particularly one's own children and spouse.

TIME AND MATERIALS

Timing

The Self Esteem Workshop meets three times a week for one hour each, for a total of three hours. This course will be conducted in the following format:

1. Facilitation	40 minutes
2. Open Class Discussion	10 minutes
3. Written Class Work	10 minutes
	60 minutes

Materials

Course Syllabus

Cassette Tape "One Minute For Myself" by Spencer Johnson, M.D.

Book: "Off To Great Places" by Dr. Suess

Paper and Pencil

3" x 5" index cards

WORKSHOP PLAN

Daily Plan for Class

Introduction (Review)	10 minutes
Facilitation	30 minutes
Class Discussion	10 minutes
In Class Work	10 minutes
TOTAL	**60 minutes**

TOTAL PROGRAM PLAN

Introduction, Review, Comments	30 minutes
Facilitation	90 minutes
Class Discussion	30 minutes
In Class Work	30 minutes
Total minutes	

WORKSHOP OUTLINE

SELF ESTEEM

At the completion of this course, students should feel more in control of their lives and be more motivated to strive for new personal goals and should have a greater sense of self worth.

SESSION 1

A. Identify the sources of any negative self thoughts.

B. Realize the importance and power of the mind.

SESSION 2

A. Learn techniques for overcoming negative thoughts.

B. Develop system for using Positive Self Talk

SESSION 3

A. Learn importance of taking care of oneself.

B. Prepare a plan of implementing self esteem building skills.

BENEFITS OF SELF ESTEEM WORKSHOP

- Personal Motivation
- Improve Personal Productivity
- Increase Positive Mental Health
- Creates Positive Attitude
- Eliminates Negative Self Thoughts
- Teaches Positive Social Skills

WORKSHOP SYLLABUS

WORKSHOP PLAN

A. Workshop Title:	SELF ESTEEM	B. Session 1
C. Topic:	Who Are You??	
D. Prerequisites:	None	
E. Performance Objectives:	Students will be able to identify the sources of their negative thoughts and will learn of the importance and value of having positive thoughts.	
F. Resources Required:	Paper, pencil, and 3 x 5 cards	

LECTURE OUTLINE

A. Course Title: Self Esteem Lecture 1

I. General Introductions
   A. Introduce instructor
   B. Student introductions
      1. Name
      2. Five things they like

II. Self Esteem
   A. Definition
      1. Brainstorm
      2. Definition from dictionary
   B. Who Are You??
      1. Brainstorm (influences from: family, education, religion, peers, spouse, friends, job, social status, environment, country, music, etc.)
      2. Which of these can we control?

III. Development of Our Self Esteem
   A. Influence of Parents
   B. Influence of Teachers
   C. Influence of Others

IV. Personal Limitations
   A. We Place Our Own Limitations
   B. Comfort Zones
   C. Going Beyond the Comfort Zones

V. Exercise on Personal Goals and Desires

WORKSHOP PLAN

A. Workshop Title:	SELF ESTEEM	B. Session 2
C. Topic:	Who Are You??	
D. Prerequisites:	None	
E. Performance Objectives:	Learn techniques for overcoming negative thoughts. Develop system for using Positive Self Talk	
F. Resources Required:	Paper, pencil, and 3 x 5 cards	

LECTURE OUTLINE

A. Course Title: Self Esteem Lecture 2

I. Review
   A. Power of the mind
   B. Exercise on personal goals and desires

II. Overcoming Negative Thoughts
   A. Mind versus Computer
      1. Programming
      2. Storage files
      3. Reprogramming
   B. Positive Self Talk Statements
      1. Purpose
      2. Format
      3. Creating Statements

III. Exercise in Creating Ten Statements

IV. Open Discussion
   A. Feelings about Statements
   B. Experiences
   C. Sharing of Statements

WORKSHOP PLAN

A. Workshop Title:	SELF ESTEEM	B. Session 3
C. Topic:	Who Are You??	
D. Prerequisites:	None	
E. Performance Objectives:	Learn importance of taking care of oneself. Prepare a plan of implementing self esteem building skills.	
F. Resources Required:	Paper, pencil, and 3 x 5 cards	

LECTURE OUTLINE

A. Course Title: Self Esteem Lecture 3

I. Review
   A. Report of Homework
   B. General Progress

II. Taking Care of You
   A. Brainstorm
      1. Who comes first?
      2. Fulfilling basic needs
   B. "One Minute for Myself"
      1. Listen to tape
      2. Discuss
   C. Wellness Survey
      1. Fill out questionnaire
      2. Discuss

III. An Eternal Perspective
   A. Happiness long term
   B. Self worth
   C. Learning to look long term

IV. Revise PST Statements
   A. Class work
   B. Class discussion

SELF ESTEEM

CONCLUSIONS

- Relationship building is very important to enhance the level of trust within the class. Class participation and disclosure is very influential and rewarding.

- Facilitating methods, instructor directing class discussion, and total class participation, rather than lecture methods work well for this topic to the personal and sensitivity of the topic matter.

- A variety of teaching techniques works well. Use of flip chart, audio tape, and physical movement help create a "total" learning opportunity.

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SELF-ESTEEM

IN

THE

WORKPLACE

Self-esteem, for the purpose of this program, is defined as how people feel about themselves despite what is happening externally. It can be both affected and measured by observable changes in a employee's behavior, specifically his or her ability to maintain an even, good-humored and positive composure, to take responsibility for how he or she feels and behaves, to take positive action when dissatisfied with a situation, to treat other people in a constructive and respectful manner, and to avoid blaming.

The program focuses on specific issues, including: preventing unhealthy conflict in team settings, taking and giving criticism, setting appropriate internal and external limits, taking care of oneself in stressful situations, and building the self-esteem of others. Although most of the attendees in these kinds of programs tend to be female, the curriculum does not emphasize gender difference. It is emphasized that all human beings share certain ranges of behavior and feelings, and making men scapegoats is neither useful nor desirable.

Each of the four workshops is divided into segments devoted to "small group" work, reading handouts, a writing assignment, some lecture, and the facilitation of large group discussion. What is important to remember is that the content is not as important as the process. How the instructor or facilitator uses good humor, kindness and a friendly, level tone throughout and models the behavior for the class is the crucial factor for success. Many adult learners in the workplace have attended programs and read books on their own, so they are not really expecting brand new material. What they want is for the information to be related to their own experiences in the workplace and to have the opportunity to learn from interaction with their peers.

One of the challenges of doing a program on self-esteem in the workplace is that many of the issues people have around how they feel and behave are centered on family and personal issues. The temptation will be for the instructor to play "therapist". The instructor needs to be aware of how to set the stage for focusing on workplace behavior and attitudes, and to limit discuss of personal problems.

Objectives

1. To able to identify in oneself particular behaviors that can damage the self-esteem of co-workers and that contribute to poor communication.

2. To be able to understand and accomodate other people's communication styles without having to play psychologist.

3. To able to choose and practice healthy and productive behaviors, particularly in stressful situations, that encourage high self-esteem in oneself and others.

Timing

This program is designed around four sessions one week apart and a follow-up one month later. The consensus of past participants is that having an outside facilitator come in on a regular basis to discuss issues and reinforce positive behaviors is crucial to the long term success, and that short term interventions do not have much value.

A two hour or three hour program is preferred. Flexibility is the key, and in all of the preparations for the program, accommodating the working schedule of the participants is very important. At each step, the message of respectful behavior should be practiced in word and deed by the instructor, the workplace training center and management of the organization sponsoring the workshop. Consequently, adhering strictly to the timing and organization of this model is not of the utmost importance in gaining positive results.

Morning programs towards the beginning of the week are preferred as participants will be much fresher than during afternoon and late week programs. Participants should have at breaks so that segments do not run longer than one hour and that mealtime is accommodated. It is best for the instructor to consult with participants as to each day's schedule, rather than imposing a schedule on them.

Setting and Materials

You will need a quiet, comfortable, well-lit and well-ventilated room with comfortable chairs. There should be enough room so that the participants can organize themselves into groups of not more than six people and be able to move into new groups easily. They should also be able to hear and see the instructor without any problems.

The only materials would be paper and pencil for each participant, a set of handouts for each participants, a large writing board or two flip charts with pens that work, to enable the instructor to document two sets of information if necessary.

If possible, snacks of some kinds should be served. One behavior that proves to the participants that the people putting on the workshop have the same respect for them is to treat them as top officials in the organization are treated. Receiving the same "perks" during the workshop sends a very strong message to the participants that they are held in the same regard as upper management.

Plan for Workshop Sessions

The instructor should be flexible enough to respond to the needs of the individuals in the group and be able to depart from the fixed schedule when necessary. The most important part of the program is for adult learners to learn from each other. The self-directed learning style of the adult is different than that of high school students. Unfortunately, many otherwise excellent programs are modelled on high school. Whenever possible, the instructor should ask the participants what they want and to give them real choices, rather than imposing a structure on them. In other words, demonstrate respectful behavior that empowers the participant at all times.

First Session

1. What are the behaviors of self-esteem in the workplace? What information do we need to improve our self-esteem and the self-esteem of the people we work with? What issues does this topic raise that we would want to see addressed?

> a. Groups of five and six people use a simple brainstorming technique to collect ideas to share with the larger group. Groups are monitored for how successfully they follow instructions, include everyone in the process, and control those who would dominate the conversation. The larger group discusses the results of the exercise.
>
> The question is : what are the behaviors of self-esteem.
>
> The brainstorming technique involves having a assigned recorder take down each person's comments. Each person has five minutes to talk, but no one can give their time away to another person. Consequently, when a person is finished, the group might sit in silence and think about what they said before the next person speaks. Since listening is a hallmark of respectful behavior (which elicits high self-esteem in others), this helps participants practice good listening skills. When each person has spoken, the group comes up with a list to share with group, and the recorders takes turns sharing the information with the group. The emphasis is on behavior that can be seen, heard and measured, rather than internal attitudes.

b. Participants are introduced to the model of the "conflict triangle". and how to diagnose when and how their lower self-esteem manifests itself in being a "bully", a "victim" or a "fixer" on the job. The small group process allow participants to talk about how they recognize themselves in the model. Each person takes a turn identifying when they do these behaviors.

Second Session

2. How can we overcome low self-esteem, even on days we are not feeling good about ourselves?

a. Participants discuss the roles of a "learner", a "doer", and a "coach". In small groups, they come up with their own strategies for overcoming obstacles at work on behalf of themselves. Using the group process described in the first session, they again identify specific behaviors that are positive and improve communication.

b. What to do when there is nothing you can do? In this segment, we focus on what can be done when we are not in charge, and still want to improve the self-esteem of ourselves and our co-workers. The emphasis is on physiological states - how to feel calm, relax and alert. The information from the handout on "disengaging" and participants come up with their own experiences and suggestions. Good humor and health is emphasized.

Third Session

3. How do we deal with conflict in the workplace? What is the difference between healthy and unhealthy conflict? How is unhealthy conflict both a cause and a result of poor self-esteem?

a. This segment is devoted to learning how to take and give criticism. Each small group develops their own model and compares it to the trainer's model, and then gets to practice it. The group process method is also used.

b. Setting limits has a lot to do with learning how to ask for what you want and saying no thank in a professional manner. In small groups, the participants help each other develop strategies for setting limits and learn what they are afraid of that keeps them from asking for what they want.

Fourth Session

4. What do we take back to our workplaces and our teams? How do we maintain improved self-esteem in the stress of the job? How can we appropriately celebrate at work? How do we monitor our success?

a. Starting in small groups, participants end up with three activities that they feel they can initiate at their workplace to maintain and spread high self-esteem.

b. The final exercise is an action plan, coupled with a open evaluation of the program and what they are willing to do starting next week to improve their situation.

Some other topics that can be added to this program include: negotiation and mediation skills, letting go of past grievances and being obsessed with scapegoats, how other people are not responsible for your self-esteem, the limits of emotional support in the workplace, and physiological roots of self-esteem. One interesting topic is "what is self-esteem" and "trust", and how do we describe these.

Comments

The handouts are used to back up discussion. With adult learners in such sessions, most people already know the information and have experience being successful in the workplace controlling their temper, treating other people with respect, etc. The purpose of the small group sessions and written exercises is to elicit that information from the group. There are several important techniques for the instructor to practice.

1. Tell stories about your own successes and failures. The participants should view you as another human and imperfect being trying to learn and grow. If the participants think you are there to "teach" them, you will lose them.

2. Provide information they can use immediately. In the handouts, are lists of dozens of suggestions. You can add to these based on your own experience. It is good not to have ideas on the list you have not tried out yourself.

3. Assume the participants are adults and have the answers to most of their questions. What they need is the chance to practice them and to be praised.

4. Praise participants continually and sincerely for specific behavior.

5. During evaluations, ask "how" and "what" questions. Ask each person to tell you and group what they liked, what specifically they will use or have used, and what specifically they would have changed.

Handouts/Overheads

Some Questions About Managing Conflict

1. Have your supervisor or manager rate you on a scale of "1" to "10", with a"1" representing never and a "10" representing always.
2. Use the same test to rate yourself.
3. Have each person whom you supervise rate you.

◊ Greets each person in the department by their name every day.
◊ Offers a genuine, work-related compliment to each person every week.
◊ Avoids using employees or staff members as confidantes.
◊ Avoids singling out any employee or staff member for personal attention.
◊ Provides clearly written, documented information on job expectations.
◊ Provides clear verbal and written quarterly feedback on job performance .
◊ Rewards staff members for performance beyond the call of duty.
◊ Practices what they preach.
◊ Will stand up for their employees and staff members.
◊ People who work for this person will be better for the experience.
◊ During a conflict, listens to all sides completely before making a decision.
◊ Keeps learning and practicing new communication techniques.
◊ Encourages staff to learn and practice useful communication techniques.
◊ Demonstrates the ability to take criticism well.
◊ Makes decisions in a timely fashion.
◊ Avoids taking on inappropriate roles (e.g. - counselor, therapist).
◊ Has a sense of humor about their own failings and imperfections.
◊ Sets appropriate limits and appropriate consequences.
◊ Can fire someone when it is necessary.
◊ Avoids being a bully, a victim, or a fixer - is a coach, a learner or a doer.
◊ Does not manage by martyrdom and crisis.
◊ Does not criticize individuals in front of the group.
◊ Is comfortable with conflict; does not stifle communication.
◊ Says "please" and "thank you" indiscriminately, frequently, and sincerely.
◊ Frequently asks for feedback and makes it easy to give it.

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Characteristics of Healthy Conflict

1. Respecting yourself and the other persons.
2. Focusing on solving the problem, rather than on revenge or blame.
3. Maintaining an attitude of "unconditionally constructive".
4. Encouraging communication from all sides.
5. Encouraging everyone as participants in solving the problem.
6. Staying resourceful and flexible.
7. Able to balance long and short term goals.
8. Being able to balance cost and benefits.
9. Being able to balance tasks and relationships.
9. Providing a process and resolution is perceived as"fair".
10. Improveing the working relationships for future negotiations.
11. Eliciting the best from everyone.
12. Minimizing the damage to "losers"
13. Everyone keeps their word: Resolutions and decisions are maintained.
14. Evaluation and feedback are welcome.
15. All participants learn and do better next time.

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Why People Stay In Conflict

1. We are addicted to the "high" we get from being angry, self-righteous, indignant, "right", perfect, a victim, a scoundrel, a bully, afraid.

2. We receive other benefits from staying in conflict - attention, sympathy, excitement.

3. We don't have the skills to stop the conflict, we don't know we can learn new skills to stop the conflict, or we need to practice the skills to eliminate or address the conflict.

4. We are stressed by disease, exhaustion, poor health, stress, other conflicts.

5. We don't know how or why we are participating in the conflict.

6. We are waiting for the other people to change.

7. We are using the conflict to punish others or feel superior.

8. The conflict has become a useful alibi for not taking care of other things.

9. We have not yet learned how to set priorities among conflicting needs.

10. We are putting off making a hard decision.

11. We are not yet willing to spend the resources to end the conflict.

12. The root causes of the conflict currently are unknown.

13. The other side gave up the conflict, but we don't know it yet.

14. The conflict only exists in one person's mind.

15. One or more participants are very damaged emotionally; that includes us.

16. We have felt disappointed or betrayal when we previously tried to end the conflict.

17. We need to grieve and/or leave (or vice versa).

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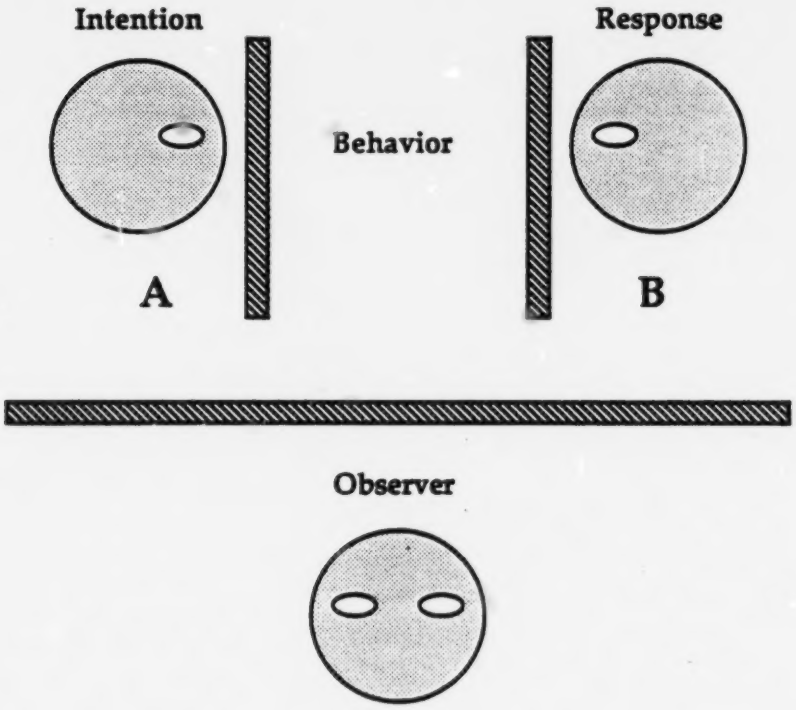
Understanding How We All Filter Information



One useful way to understand communication among individuals is to consider the number of filters that distort our knowledge of how our words and behavior affect others. Our **intentions** may be clear to us, but we will see, hear, and understand our own **behavior** and the **behavior** of others through our filters (represented by the striped bars). We also must deal with the fact that other people **respond** to our **behavior** through their own filters, and even a neutral **observer** will have filters.

No matter how good our intentions, other people will judge us based on their filtered interpretations of our behavior, as we do them. If we can avoid trying to read other people's minds and focus only on measurable behavior, and, at the same time, try to ascribe positive intentions to their behavior, we can go a long way towards reducing the stress in conflict.

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A Simple Model for Understanding Organizational Communication

At one end of the scale are TASKS; at the other end are PEOPLE. Almost every decision, both formal and informal, that is made in a organization can be plotted at some place along this spectrum. In the "old" days, most organizations were oriented towards getting the task done. Then, we, as a culture, became very concerned about how people felt. The best leaders and managers are able to make effective and conscious decisions about when they need to be more focused on the task, and when the people are most important. There are no formulas; just an ever-changing balance.

tasks——————————————————————————people

A Simple Model for Understanding the Differences Among People

One major source of conflict is when individuals misunderstand each other's style of communicating. Many people who work in the field of communications believe that there are three major modes by which people take in information: visual, auditory, and kinetic. Just about everyone uses all three, but some people use one over another in specific situations, and in many people, a particular one dominates.

Visual people receive information by sight. They also recall information visually, that is, they have strongly visual memories and will "make pictures" in their head when they are speaking. They often are very good spellers, because they have the ability to memorize words, even English words with their funny spellings. They rely more on written notes and instructions, and are very sensitive to the "look on someone's face". They need drawn maps. If they can picture it, they can see or look at what you want.

Auditory people receive information by sound. They recall information with strong auditory clues and have conversations in their mind about what is going on. They sometimes have trouble making decisions, because it can be hard to sort out the voices. They might not be very good at spelling a language that does not conform to strict phonetic rules, but can pick up new spoken languages quickly. They are terrific at taking verbal instructions. They need conversations. If they can hear it, they can listen to what you want.

Kinetic receive information by feeling and doing. They sense things, and might seem inarticulate at times, because it is not necessarily easy to translate feelings into words and sounds. They need face-to-face meetings to resolve issues. They might consider themselves as strongly intuitive. A word or fact out of place can almost feel like a punch on the stomach! They are less likely to read the instructions or call for help, and more likely to just take it apart themselves and figure out by trial and error. If they can feel it or do it, they can sense or understand what you want.

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Two Models of Personal Sources of Conflict

Many people have come up with very similar formats; singling out one source for credit is very difficult. However, Dr. Virginia Satir's work in communication styles as outlined in her current book, The New Peoplemaking, is seminal and has influenced many schools of thought. Remember to use this information as a tool for understanding yourself, not as a weapon to "correct" other people's behavior.

Five Sets of Characteristics Common in a Person in Chronic Conflict

1. Motivated by anger, fear, exhaustion, stress, illness, or current or unresolved grief.
2. Feeling out of control of your own life.
3. Feeling the need to control other people. A good example is when you are obsessed with other people's processes, rather than setting mutually agreed upon results and letting them establish their own way of getting there.
4. Low self-esteem with little or no identity outside of your job. If you are territorial about your work and your workplace, you might be suffering from low self-esteem.
5. Clueless; little or no awareness of the effects of your communication on others. This is especially true for individuals who never were exposed to healthy ways of dealing with conflict in their early years. Being "clueless" has nothing to do with a lack of intelligence or education.

YOU can be relaxed, aware, alert, healthy, confident, and feel good about yourself!

Three Typical Roles of a Person in Chronic Conflict

In each of these roles, the person is usually unconscious that they are "playing" the particular role. It is most common for people to be unaware of themselves as being perceived as the "bully", but to acknowledge themselves as either the victim or the fixer. Of course, most people play all three roles all the time in their dealings with others.

1. The **Bully** uses emotional intimidation to control; you violate boundaries.
Instead, be a LEARNER and practice asking rather than telling, leading instead of pushing.

2. The **Victim** is overwhelmed by others' emotions; you neglect to set boundaries.
Instead, be a DOER and practice taking action instead of complaining.

3. The **Fixer** interferes with consequences; you violate relationships.
Instead, be a COACH and practice giving advice and letting others play the game.

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Three Common Organizational Sources of Conflict

A Need for Shared Purpose and Values

1. In many organizations, there is **no mission statement** representing the values of the organization that is both clearly stated and **supported** by the top management of the organization (**in word and deed**) , and is understood and supported by the staff (**in word and deed**). There is no consistent and objective criteria by which decisions are made, and the written mission statement or goals of the organization are perceived as unbelievable by the majority. One symptom is the perception among the majority that there are **differing sets of ethical standards** at different levels in the organization.

Mission statements that are supported in word and deed help set priorities so that sustainable choices can be made. If your organization does not have a mission statement, you can still create one for yourself, or one for and with your work team.

A Need for Cause and Effect

2. There are **neither logical rewards nor logical consequences for behavior.** Extra effort and excellence are ignored, as are incompetence and indifference. No one takes responsibility for what happens. One symptom is that **decisions** that need to be made **are not being made and carried out.** Limits are not set; emotional intimidation is the rule. Healthy people tend to leave, and those who do stay are under terrible emotional strain that has nothing to do with the intellectual and physical demands of the job.

Rewards and consequences provide healthy feedback and ensure a free flow of information throughout the system. If your organization does not reward you or the people you work with, reward yourself and your co-workers, and promote the willingness to take responsibility for the consequences of your action.

A Need for Information (Data) and Communication (Community)

3. There is a **lack of formal and informal** structures for supporting the **flow of information** in all directions. Meetings are monologs instead of dialogs, networking among departments and ranks is discouraged, and the time needed to communicate with each other is not made a priority. Information is hoarded, stolen, distorted, and denied, but rarely openly shared. Celebrations are few and far between. One symptom is the sense that you work for a company of **strangers doing strange things.**

Healthy organizations reward the flow of information and the sense of community among their stakeholders. If your organization does not support information networks, you can still be generous and reach out to other people, and support the efforts of your colleagues to improve the flow of data and understanding.

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The Special Challenges of Management and Leadership

1. The same reasons that inspired you to start and continue your work despite the obstacles can cause you to become arrogant, smug, self-righteous, and close-minded. Learn to cultivate your networks outside of your "fellow travelers" - seek out people with different political and philosophical beliefs.

2. Healthy conflict means growth; your ability to recruit and work with people who disagree with you will allow your organization to grow beyond your fingertips.

3. Even if you are a trained therapist, avoid trying to "fix" staff members. Many otherwise fine organizations have been destroyed by a manager who thought her job was to spend time being a counselor and confidant to employees who needed professional help instead. Being a manager and employee is a full time job!

4. Organizations tend to take on many of the same behavioral characteristics of their leadership. Like a child, they will mimic your best and worst characteristics, particularly if you have been the one who has had the most input in hiring staff.

5. The most important characteristic of the leader who is the ability to listen.

6. In each situation involving communication, your demeanor often will be the most important factor in determining both the short term and the long term outcomes. It is very possible that you can "bully" your way through a short fix, but your staff will remember how you did it. They will imitate whatever works.

7. Management by martyrdom induces stress and increases the likelihood that you and your peers will become addicted to the "excitement" of unhealthy conflict. An organization that demands that people destroy their personal lives and health for the "cause" has become part of the problem, not the cure.

8. The best leaders are terrific at both inspiring individuals and at creating appropriate structures to carry on without them. Organizations that fall apart after the charismatic leader leaves probably did not have a leader, but a "star".

9. Assume that each person is doing the best he or she can, that you have almost unlimited power to influence the people you work with, and that the best working environments are where people are willing to be unconditionally constructive.

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Some Questions About Managing Conflict

1. Have your supervisor or manager rate you on a scale of "1" to "10", with a"1" representing never and a "10" representing always.
2. Use the same test to rate yourself.
3. Have each person whom you supervise rate you.

◊ Greets each person in the department by their name every day.
◊ Offers a genuine, work-related compliment to each person every week.
◊ Avoids using employees or staff members as confidantes.
◊ Avoids singling out any employee or staff member for personal attention.
◊ Provides clearly written, documented information on job expectations.
◊ Provides clear verbal and written quarterly feedback on job performance .
◊ Rewards staff members for performance beyond the call of duty.
◊ Practices what they preach.
◊ Will stand up for their employees and staff members.
◊ People who work for this person will be better for the experience.
◊ During a conflict, listens to all sides completely before making a decision.
◊ Keeps learning and practicing new communication techniques.
◊ Encourages staff to learn and practice useful communication techniques.
◊ Demonstrates the ability to take criticism well.
◊ Makes decisions in a timely fashion.
◊ Avoids taking on inappropriate roles (e.g. - counselor, therapist).
◊ Has a sense of humor about their own failings and imperfections.
◊ Sets appropriate limits and appropriate consequences.
◊ Can fire someone when it is necessary.
◊ Avoids being a bully, a victim, or a fixer - is a coach, a learner or a doer.
◊ Does not manage by martyrdom and crisis.
◊ Does not criticize individuals in front of the group.
◊ Is comfortable with conflict; does not stifle communication.
◊ Says "please" and "thank you" indiscriminately, frequently, and sincerely.
◊ Frequently asks for feedback and makes it easy to give it.

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Steps to Understanding Nonverbal Communication

Start By Understanding Yourself

1. Be aware of your current physical and emotional state.
2. Learn what affects your physiological state.
3. Monitor your blind spots.
4. Expand your ability to be relaxed and alert in difficult situations.

Be Aware of Others

5. Establish a "home base" you can return to easily.
6. Observe the other person with your eyes, ears and "kinetic empathy".
7. Ask questions; avoid mindreading.
8. Be clear with yourself what you want to achieve.
9. Understand you may never understand.

Learn to Build Rapport Physiologically

10. Practice matching behavior.
11. Look for people with whom you are constantly matching behavior.
12. Try matching behavior with people you don't usually do it.
13, Test to see if you are in rapport by trying to change their behavior by changing yours.

Apply Commonsense

14. Look for congruency.
15. Look for the specific clues that are feeding your "intuition".
16. Try to learn new information from an old friend, spouse or child.
17. Who among your friends is good at "reading" people?

The Big Traps

1. Assuming people fit the models or falling for stereotypes .
2. Playing therapist.
3. Telling someone that they are "lying" about their feelings or that you know how they feel better than they do.
4. Ignoring your own biases and prejudices.
5. Becoming smug about your abilities.
6. Fixing people rather than accepting something is going on that you should be aware of.

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Interventions - An Introduction

Being able to determine when to intervene in conflict resolution in the workplace is based on the ability to distinguish between two sets of issues. Discretion and confidentiality, of course, are mandatory in all interventions.

1. Am I perceiving a issue with measurable, objective criteria or is the issue my own emotional response to the situation, with little that I can observe and calibrate?

2. Is it an issue that is appropriate for me to comment on as a job-related issue and it is my official role to do so, or is it a personal issue that may or may not be none of my business, or, at least, better addressed as a personal issue?

Five Common Types of Workplace Intervention

There are no commonly-held definitions for these terms in conflict resolution; these are ones that we have developed based on our own observations of conflict in the workplace and our readings in a wide variety of related fields.

1. Taking and Giving Criticism. This refers to one-on-one communications, including performance evaluations, discussions of personal issues, and the most common types of supervisory intervention. Examples include giving someone feedback about their work or discussing a problem with gossip in the lunchroom.
2. Negotiation. This refers to communications that involves either a one-on-one discussion, an intervention on behalf of one or more parties, or a group discussion where the parties have to work out something of mutual benefit. Examples include staff meetings where individuals are working out a schedule for using the computer room, two parties buying and selling real estate, or working out a labor agreement that is mutually beneficial.
3. Arbitration. This refers to an intervention when a third person listens to all parties of a dispute and makes the decision for the parties. The assumption is that the arbiter has the power or influence to enforce the decision. It does not have to be a voluntary intervention.
4. Mediation. This refers to an intervention when a third person assists all parties in coming to their own resolution to the dispute with the absolute minimum advice. The main function of the mediator is to be a "traffic cop" for the communication. It must be a voluntary intervention, and all parties must trust and respect the mediator.
5. Facilitation. This refers to an intervention when a third party assists all parties with more advice and "interference" than with a mediation, but falling short of an arbitration. The difference between **negotiation** and **facilitation** may be academic in many cases.

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Giving Effective Criticism

1. In almost all cases, effective criticism is given in private and face-to-face with the other party, with enough time planned to allow for the other party to respond in the meeting. If there is a history of misunderstandings, a third party can be present as a witness and "referee" or facilitator. This does not mean a group may "gang up" on one person.

2. Effective criticism usually is based on "I" statements and/or documented evidence, rather than accusatory statements and vague third-hand reports.

3. Effective criticism is given with the intention of improving the situation instead of punishing the person; consequently, name-calling, yelling, bad language, and personal attacks are not permitted.

4. Effective criticism sticks to the point, and, if planned well, has only one agenda. This is preferred to the "now that I have you here, here are 50 other things I object to." One exception might be the kind of extensive critique that occurs during a personnel review.

5. Effective criticism is given in the context of validating the person, so that the person's behavior is criticized, not the person.

6. Effective criticism invites information and ideas from the other person about their perceptions of the problem and how to address it. Again, the other person has enough time to be able to respond to the criticism appropriately.

7. Measurable criteria for success and consequences is stated, agreed upon, and in the case of situations where communication is not good or where either party is concerned that there might be a later misunderstanding, documented.

8. The meeting ends with a positive statement and a specific date and time to check back on the situation.

9. Many professionals follow-up such a meeting by sending a print copy of the agreement or their understanding of what happened to the other party. The tone of such a letter or memo is appropriate to the relationship and setting, whether formal or informal. It is appropriate to thank the other person for their time.

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Taking Criticism

1. First of all, thank the person for taking the time to give you feedback. This does not mean you must agree with what is being said; you are rewarding the person for speaking up. If the criticism is a personal attack that does not relate to the workplace, acknowledge you heard the person with a nod of the head and a brief, neutral comment, then shrug it off. Everyone, including yourself, has bad days.

2. If the criticism is being given in a public place, you have the right to ask for privacy. If the other person keeps talking, you have the right to request a "change of venue". This can be stated in the positive. "I want to hear what you have to say, and I need for us to have a private place to do it." You can also walk away after asking the person to find a private time to talk. You can request a third party to be there, if you have any doubts about later distortions of what was said.

3. If the other person yells, makes personal attacks, etc., you have the right to interrupt and request them to stop that behavior and to focus on the problem, stating your intention to leave the room if they continue to yell, etc.. If they continue the behavior, you have the right to leave the room and document what happened, always with the intention of separating the message, which is probably very valuable, from the way it is being delivered.

4. After you hear the complaint, you can ask for information on what they want you to do instead. You can ask for help and clarification. If you are defensive and try to focus on absolving yourself from blame, you can prolong the intervention and confuse the communication. It is sufficient in cases of misunderstandings to say something like, "No, I did not take the report. Do you want my help in finding it?"

5. If you are being criticized for the actions of people you supervise, you can take the responsibility without apology, instead of blaming them for what happened.

6. Separate your intention from the result. Remember, you probably were well-intentioned, but good intentions are not enough.

7. Take the initiative to set measurable criteria, including deadlines, for the resolution of the problem. If necessary, ask for third party assistance in resolving the problem.

8. End with a thank you.

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Negotiation

The process of negotiation follows the six steps for successful communication.

1. Disengage.

a. Assume the other parties are well-intended and acting on information that you might not have and emotions that you might not ever know about.

b. Create a meeting space that is conducive to thinking and problem-solving.

c. Do whatever you can to prepare yourself mentally and physically.

2. Gather Information.

a. Ensure that everyone has an equal voice in the proceedings, including the quiet people who might need several invitations to participate and those who are often left out, including people from other educational backgrounds and points of view.

b. Remember that the most important information you can gather is what the other parties need to solve their problem.

c. Document the information so that everyone has the same access.

3. Define Results.

a. If all parties can not agree to results with measurable criteria that can be tested for success at a later date, you have nothing to negotiate for.

b. Include everyone affected by the decision in defining the result.

4. Design Strategies.

a. The more fun you have coming up with ideas, the more likely you will come up with enough ideas to succeed.

b. Instead of saying "We can't do that", say "I don't know yet how I can do that based on this information, regulation, etc." Then ask for assistance in addressing the problem.

c. There are no wrong suggestions when brainstorming strategies. Reward participation vigorously.

5. Take Action.

a. Set deadlines that are realistic and that everyone can agree upon.

b. Make the strategies and deadlines public so everyone effected has the same information.

c. Document everything.

6. Evaluate.

a. Assume that failure is valuable information, and reward people for telling the truth when something doesn't work.

b. Set people up for success by posting upcoming deadlines far enough ahead of time for people to extract themselves if there is a problem.

c. Focus on results, and let people find their own methods to achieve them.

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Arbitration

The most important part of arbitration is giving each party the feeling that their point of view has been seen, their concerns heard, and their problems understood. The ability of the arbiter to communicate those intentions successfully will predict the effectiveness of the arbitration and reduce the chance that the party who "lost" will sabotage or appeal.

Arbitration requires a lot of skill at nonverbal communication. The model is very similar to the model for giving criticism. All parties involved are present, face-to-face. The arbiter needs to have the power and/or influence to set realistic consequences.

Mediation

Mediation is the most difficult type of intervention and it can create the longest-lasting success, both in terms of improving the workplace emotional environment and the measurable productivity of the organization. To succeed, it must have several criteria.
1. All parties must agree to mediation. There is no "making someone mediate."
2. All parties must agree to the mediator, who is perceived as being fair and just to all.
3. All parties must agree that they want to solve the problems.
4. All parties must agree that they are willing to take the time to do it.
5. All parties must agree on their willingness to talk honestly and openly. If one party refuses to discuss the situation or holds make information, there is no mediation possible.

Mediators must be willing to refrain from giving advice or interfering with the problem-solving process, except to help create a safe environment for people to talk out their issues and come to a resolution. Often, the mediator has legal or technical knowledge to assist in the process, but the key is to let the parties come up with their own solution. The mediator helps by asking questions and documenting the results.

Although mediations can be emotional, the meditator helps by gently enforcing rules like "no name-calling" and "please keep to 'I' statements." If the mediator imposes a solution, they risk losing the full cooperation of the parties.

The main danger with all interventions, including those vaguely labeled as facilitations, is that the person doing the intervention has neither the skills nor the appropriate workplace role that justifies interference. There might also be a conflict of interest. It is useful to ask all the parties involved "what is the measurable result of having me intervene that you want to achieve?" Be prepared to be dismayed by the answer and decline to participate.

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Six Steps for Successful Conflict Management (Six Characteristics of a Successful Communicator)

1. Disengage (Goodwill)
2. Gather Information (Curiosity)
3. Define Results (Precision)
4. Devise Strategies (Creativity)
5. Take Action (Courage)
6. Evaluate (Responsibility)

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How To Use the Six Steps

Models that deal with human behavior are limited by the facts that humans are very complicated, that most of what is true about human beings and the world is still unknown, that human behavior operates in a sea of information, often conflicting, and that the observer in a conflict becomes influential and influenced by what is happening. Even given all of those restrictions, there is a great deal that can be done.

This model, and the accompanying examples, was developed to help people think through coping with difficult situations. It is very similar to many other problem-solving models; we think what makes it unusual is that it starts with the emotional/physiological aspect of decision-making before it moves on to the cognitive. The goal is to create a simple system that can remind people of their resources without becoming intrusive; we want these ideas to remain tools, not ends in themselves. In addition, we want a system that is replicable; it should be easy to repeat the information to other friends and colleagues.

Here are a few additional ideas about each step. We are constantly updating the information from many sources, including feedback from participants in workshops, written sources, and the ideas of many other professionals. A year from now, this might look somewhat different from what you hold in your hands today.

1. Emotions are physiological responses to events. The more we each understand our own physical needs, the better we can understand our emotions and our responses to stress.

2. Often the best source of information is the person we are least likely to ask: the one with whom we are having the conflict.

3. Studies in many fields keep demonstrating that a shared mission or vision is of crucial importance to the success of an organization.

4. Creating strategies is the part of conflict management most people seem to think is the most fun, but without a goal, it is akin to jumping off of a cliff blindfolded.

5. Procrastination can be the crucial clue that the root of the conflict is organizational, not personal.

6. The world changes in unexpected ways; consequently, evaluation is unending.

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Six Steps for Conflict Management

Become an agent of resourcefulness and flexibility in your organization! Start with yourself, and demonstrate the kind of behavior that will inspire each person to their best.

1. DISENGAGE! Cultivate **goodwill** and a positive attitude towards yourself and others, especially during stressful times. How do you prevent yourself from becoming obsessed with other people's behavior? Examine your behavior and attitudes towards your "adversaries". Do you make nasty jokes about them, enjoy their defeats, talk about them obsessively, and expect others to dislike them? You might be addicted to the conflict.

2. GATHER INFORMATION! Replace fear and anger with **curiosity** and a willingness to seek out information, even when the information contradicts what you believe is true. How do you find out accurate information before you jump to conclusions? Seek the truth, even if it means that you will discover that you are wrong. If you are willing to serve the truth and allow your opponents to share in its pursuit, you will earn their respect and, ultimately, their trust, even if you continue to disagree.

3. DEFINE RESULTS! Practice **precision** in your communications. How do you describe the results you want in specific enough language so that each person has the same information? Know how the words you use can become a door that is open, closed, or locked. The jargon of an profession can obscure effective communication. The clearer the language, the better chance for success.

4. DEVISE STRATEGIES! Promote **creativity** and the ability to generate multiple solutions. How do you generate new strategies (or succeed at old strategies) and, at the same time, minimize the new problems that are sure to arise? Keep saying yes to new ideas. The best negotiators are flexible and resourceful. They keep trying. Do you?

5. TAKE ACTION! Demonstrate the **courage** to try new things. How do you inspire yourself and your co-workers to take risks? You can inspire trust if you keep your promises. A corollary to this might be: promise only what you are willing to do. Think of the process of conflict management as a high form of customer service, and pretend that each person is your customer, especially your co-workers, employees, and adminstrators.

6. EVALUATE! **Personal Responsibility** and the ability to say "I am wrong, I made a mistake, I share the responsibility for making a bad decision". How do we encourage feedback, honesty and trust, and eliminate defensiveness, lying, sabotage, blaming and fear from our organization? Reward feedback and information, particularly the bad news. Keep asking questions and challenge your own assumptions about how the world works.

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I. Disengage (Goodwill)

Obsession is a gift of your life to your enemies.

1. Get enough sleep on a regular basis.
2. Eat a healthy diet - avoid sugar, caffeine and alcohol.
3. Exercise at least 20 minutes at a time, four times a week.
4. Keep an "emergency" humor book to read on bad days.
5. Maintain a network of "buddies" for moral support.
6. Slow down and breathe deeply for 30 seconds (remember to exhale!).
7. Splash cold water on your face.
8. Drink a glass of water or fruit juice.
9. Change your position - sit up straight, stand up, sit down, move around.
10. Lift your arms over your head and chant "booga-booga".
11. Imagine your best friend does the behavior you dislike; how do you feel?
12. Make compassionate guesses on behalf on the difficult person.
13. Say "no thank you" to nasty gossip and change the subject or leave.
14. Change your viewpoint - move yourself out of the picture and observe.
15. Keep a photo of someone you love and admire handy.
16. Change your routine - try a new way of doing things at work.
17. Lose yourself in a favorite hobby or book for an evening.
18. Turn off the television - go to sleep early, take a walk, call a positive friend.
19. Say "thank you for sharing" or "oh well".
20. Put the difficult person in a bunny suit. Do they still bug you?
21. Admit you are not happy, but keep going.
22. Tap dance, roll on the floor, foam at the mouth - do something different!
23. Do something constructive on breaks with a friend.
24. Pass out kazoos to each person, including the enemy.
25. Keep improving your job skills so you don't feel desperate.
26. Counsel yourself out loud as if you were a good friend.
27. Indulge in a bubble bath (applies to both sexes).
28. Keep your sense of perspective by volunteering for a worthy cause.
29. Take classes on communication and conflict management.
30. Wear a chicken costume to work; see if anyone notices.
31. Eliminate sarcastic and nasty humor from your conversations.
32. Tackle an overwhelming intellectual task, like learning classical Greek.
33. Wear really "hot" underwear; no one needs to know but you.
34. Create a holiday for yourself; celebrate by doing nothing.
35. Make it a goal to laugh out loud at least once a day.

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II. Collect Information (Curiosity)

We tell many truths, and we still don't tell some.

1. Ask for measurable information - how much, how soon, how many?
2. Ask how the person knows it is true.
3. Ask as if you want to be surprised by the information.
4. Ask unlikely people for information.
5. Respect confidences.
6. Respect emotions.
7. Listen carefully and repeat it back so you get it right.
8. Verify what you believe other people are thinking; avoid "mind reading".
9. Have compassion for liars and bullies; they carry old wounds.
10. Avoid generalizations like: **all, every, always, and** .
11. Tell people what you think, believe, feel, and know.
12. Try to obtain first-hand information.
13. Assume your information is incomplete and biased.
14. Assume that people are doing the best they can, given their skills.
15. Collect information with the purpose of solving the problem.
16. Learn to give straight information.
17. Learn to recognize and question your own biases and prejudices.
18. Treat information from allies and enemies neutrally.
19. Write things down.
20. Focus on observable behavior and results; intentions don't count.
21. Give difficult people (including yourself) the benefit of the doubt.
22. Thank people for their assistance.
23. Practice asking friendly questions.
24. Ask questions as if you want to be surprised by the answers.
25. Enlarge your world by reading authors with whom you don't agree.
26. Listen to the complete explanation, and then think about it.
27. Avoid using jargon, unless specialized language furthers understanding.
28. Give credit.
29. Document your search.
30. Avoid exaggeration, even if it is "emotionally" correct.
31. Share information in small pieces.
32. Spread positive gossip about people.
33. Keep asking "How do you know it is true?"
34. Be honest about how the information will be used.
35. Check back with people and confirm what they said before passing it on.

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III. Define Results (Precision)

You will get what you ask for, but not always what you want.

1. Be prepared to make mistakes.
2. Remain flexible about the result.
3. If it is not in your job description, can you ignore it?
4. Improve the situation; avoid escalating the war.
5. Be kind to yourself and to the other parties in the conflict.
6. Define a single result; keep the agenda very simple.
7. Define a measurable result so you will know if you succeeded.
8. Are you willing to be responsible for the result?
9. Create a result that adds to the health and happiness in the world.
10. Define the the result in 25 words or less.
11. Eliminate jargon; use simple language.
12. Be patient.
13. Define a result that is realistic and doable.
14. Is your result just another process?
15. Define a result on behalf of yourself; what do you want?
16. Will your result exclude others from helping you solve the problem?
17. Define a result that reflects your value system.
18. Focus on the usefulness of the result; avoid moral imperatives.
19. Demonstrate to others the behavior you want them to practice.
20. Define a positive result that states what you want to have happen.
21. Set a reasonable time frame for achieving the result.
22. Remember that consequences are necessary for changing behavior.
23. Invite active participation in defining the result.
24. Avoid making other people responsible for your happiness.
25. Remember it is easier for you to change yourself than change others.
26. Be prepared for not getting what you want; what next?
27. Be prepared for change in your life if you get what you want.
28. Have you asked each person affected by your result for their opinions?
29. Is the result something you would not mind your child imitating?
30. Has someone tried this before? Did they succeed? Fail? Why?
31. Write the result down so each person has the same information.
32. Is it possible for you to change your mind if this doesn't work?
33. Do you have a broad historical perspective about the result?
34. Will the result tend to create barriers to individual initiative?
35. Would you be proud to have your name engraved on the result?

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IV. Create Strategies (Creativity)

The successful communicator creates more than enough options.

1. Create at least five strategies to reach each result.
2. Make one strategy silly, fun, or just plain strange.
3. Be prepared to have to change your own behavior first.
4. Costume appropriately; dress up (or down) for the occasion.
5. Use props to educate, surprise, and entertain.
6. Practice your strategies with a friend.
7. Change your tone of voice.
8. Smile genuinely at both your allies and enemies.
9. Maintain eye contact.
10. Speak slowly and distinctly.
11. Be prepared to start again: disengage, gather data, define a new result.
12. Be prepared to laugh at yourself.
13. Include in your strategy the best time for those concerned.
14. Thank each person for their assistance.
15. "Secret strategies" is an oxymoron; be prepared to be found out.
16. Brainstorm strategies with a cross-section of friends and peers.
17. Ask your family for ideas.
18. Create a strategy as if your opponent is smart and wonderful.
19. Make your strategies inexpensive; leave room in the budget for mistakes.
20. Do you define "telling the truth" as a desperate strategy?
21. Ensure that your strategies are moral and ethical.
22. Strategies that revolve around saving others usually fail.
23. Look for patterns; are your strategies "band aids" for serious problems?
24. "Ignore it and it will go away" sometimes works very well.
25. Ask, "if you were me, what would you do?"
26. Strategies should be direct; avoid third parties and "triangulation".
27. Complicated strategies sometimes avoid the root issue.
28. Will you be happy if someone else's strategy worked?
29. Will you be happy if your own strategy works?
30. If a group comes to agreement too quickly, important data may be missing.
31. Prayer can win lotteries, but only if you bought a ticket in advance.
32. Fix the problem, not the blame.
33. Be prepared to say "I can do nothing about this now."
34. Build a network of problem-solvers in other fields for new ideas.
35. Ask a child for advice.

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V. Take Action (Courage)

Wishes don't wash dishes.

1. Do it.
2. Do it.
3. Do it.
4. Do it.
5. Do it.
6. Do it.
7. Do it.
8. Do it.
9. Do it.
10. Do it.
11. Reward yourself for taking action.
12. Take action as if you were at peace; end the war.
13. Be prepared for criticism if you succeed.
14. Take responsibility if you are the one who can't say no and set limits.
15. No matter what you do, your true feelings will show.
16. Write down your excuses for not taking action; burn the list.
17. If you will not or can not do anything, you still can be quiet.
18. Support other people's efforts.
19. Do a small thing each day.
20. Be prepared to be depressed if you succeed.
21. Be prepared to begin again: disengage, gather data, define, create, etc.
22. Give each person credit and be lavish with your praise.
23. If you act in anger, you might act in your own worst interests.
24. If you are hesitating, you might need to prepare more.
25. If you are hesitating, you might have unresolved doubts.
26. Talking about it can take energy away from doing it.
27. Avoid gloating if you succeed.
28. You will make time to do what you really want to do.
29. Successes and failures are both educational.
30. Good ideas sometimes fail miserably; save the idea for another time.
31. Notice if you create emergencies in your life to keep from acting.
32. Put this paper down and do it!
33. Workshops and classes can support procrastination.
34. If you won't do it, give it a decent burial and go on.
35. Keep your promises, and make promises you can keep.

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VI. Evaluate (Personal Responsibility)

Bad news is the best information.

1. Ask questions.
2. Thank people for feedback, particularly if it is negative.
3. Watch and listen; you will learn more.
4. Be patient with yourself and others.
5. Be prepared to have overlooked some important point.
6. Take the initiative and confess when you find you have errored.
7. Be prepared to have some new information sprung on you.
8. Be gracious when you win.
9. Relax; nothing is life and death but life and death; and life goes on.
10. Document the processes and results.
11. Use "I" statements; avoid leading questions.
12. Set realistic consequences for failure and stick to them.
13. Ask your enemies for their feedback.
14. Whining is boring.
15. Calibrate the measurements in your result and learn from your mistakes.
16. Take credit only if you equally are willing to take the blame.
17. Going over old mistakes can be practicing for future failure.
18. Take a vacation if you are making too many mistakes.
19. No mistakes, however, can mean no risks and no growth.
20. Reward people for telling you bad news.
21. Be prepared to be relieved if you fail.
22. You might succeed and still not make a difference.
23. Give credit to others first.
24. Assume other people might have different goals.
25. When in doubt, take 50% responsibility for failed communication.
26. Decide when enough is enough; obsession can be costly.
27. Start again: disengage, gather information...you get the idea.
28. Talk about your future successes and focus on tomorrow.
29. Praise the good stuff and ignore the little things.
30. Be prepared that no one else will care you succeeded.
31. Celebrate the success generously with others.
32. Don't assume the same strategy will work again.
33. Assume you might have succeeded for unknown reasons.
34. Be prepared for history to distort your success and failures.
35. Work for excellence rather than perfection; learn the difference.

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Feel free to call or write our office for more suggestions of titles, authors, and other resources related to conflict management, including negotiation, mediation, and arbitration.

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Pat Wagner and her partner Leif Smith own Pattern Research, a ten year old information systems design company in Denver. They also run the Office for Open Network, a 17 year old information and idea exchange with users in most states and several countries.

Articles about their work have appeared in The Futurist, The Christian Science Monitor, Writer's Digest, The Washington Post, New Woman and dozens of other newspapers and magazines across the country. They have also been cited in books such as Megatrends, Corporate Networking, Capitalism for Kids, and The Lifelong Learner.

Over the last thirteen years, Pat has presented over 700 workshops, lectures and special programs on networking, information and systems theory, conflict management, marketing, planning and related topics to corporations, businesses, community groups, professional associations, conferences and non-profit organizations. For three years, Pat had a monthly information show on KVOD-FM, Denver's award-winning fine arts station, and in 1989 and 1990, was producer/host of KNUS-AM's ALMANAC, both daily and weekly shows.

Pat has over 20 years' experience in business and the non-profit sector. Before joining the Office for Open Network in 1978, she worked in the graphic arts industry as a printer and publication consultant. She has a degree in performance and written communication.

Pat is a columnist for The Anchor Point, (communications theory) and is a contributing editor and columnist for The Bloomsbury Review magazine, where she specializes in nonfiction. Her first book, Building Support Networks for Schools, was published in December, 1991 by ABC-Clio. Her second book, The Fearless Employee, will be published in early 1993 by Cahill Mountain Press.

In 1990, Pat was one of 12 appointed delegates and moderators to the Governor's White House Conference on Library and Information Services in Colorado.

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Communications Mistakes We All Make That Lower Self-Esteem

We focus on other people's behavior instead of seeking to understand ourselves.

"THEY ought to be different, and until THEY change I can't be happy."

a. It is very hard to change other people, and most of the time it is not our job.
b. We stay unconscious of our own influence over other people.
c. We tend to repeat the same mistakes and seek out the same kind of people to fix.
d. We think about other people's behavior all the time and let those thoughts control our actions and feelings.

We use our good communication skills only with selected people.

"Why should I make an effort to be nice to them? They are only my children! my co-workers! my employees!"

a. We create stress at home and at work.
b. We hurt our relationships with most of the people
c. We cripple our ability to negotiate.

We limit our knowledge and use of communication tools.

"I can't change, I can't grow, I can't learn."

a. We can't cope with change if we don't grow.
b. We are passed over for people with new ideas.
c. We are isolated from new information.
d. We are perceived as being difficult.
e. We have a hard time finding new jobs, new friends, new relationships.

We confuse processes and results.

"I am always busy with activities, (but I seem to get fewer results.)"

a. We cause enormous stress in our lives.
b. We create fewer and fewer measurable, long term successes.
c. We forget how to solve problems - we only know how to get things done.
d. We forget what job we are doing.
e. We forget what our bosses want.
f. We forget what our customers and clients want.
g. We forget what we want.

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TIME MANAGEMENT WORKSHOP FOR THE WORKPLACE

PUEBLO COMMUNITY COLLEGE

D. ALBER

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TIME MANAGEMENT IN THE WORKPLACE

Abstract

The Time Management workshop is designed to define time management as managing oneself in relation to time. Planning is the key to effective time management, and this course teaches planning, setting goals, choosing priorities and handling crisis situations. Students will identify time wasters and other barriers to effective use of time and will learn techniques and tools for overcoming these barriers.

Each class session will consist of lecture, discussion, informational material, and written classwork.

OBJECTIVES

Time Management - WPL

At the completion of this course the student should be able to:

- Learn the definition of Time Management
- Identify their Personal Working Style
- Understand the importance of flexibility
- Learn techniques for handling Crisis Situations
- Set personal goals and objectives

TIME AND MATERIALS

Timing

The class will meet three times a week, for one hour each session for a total of three hours of instruction. Each session will consist of the following:

1. Presentation
2. Open Class Discussion
3. Written Classwork

Materials

Course Syllabus

Printed Informational Material

Printed Homework and/or Classroom Assignments

Paper and Pencil

COURSE PLAN

Daily Plan for Class

Introduction (And/or review of previous session)	5 Minutes
Presentation (Instruction)	30 Minutes
Class Discussion	20 Minutes
In Class Work Period	5 Minutes
TOTAL	60 Minutes

Total Program Plan

Introduction (And/or Review)	15 Minutes
Lecture	90 Minutes
Class Discussion	60 Minutes
In class Work Period	15 Minutes
TOTAL	180 Minutes

WORKSHOP OUTLINE

TIME MANAGEMENT

GOAL: To learn effective ways of managing yourself in relation to time, so as to create a healthy balance between work, home and self.

Session I

1. What is time management?
2. Identifying your personal working style.
3. Defining your goals, objectives, and priorities.
4. Understanding the importance of flexibility

Session II

1. Writing your master list and creating your master file
2. Mastering new techniques and tools.
3. Learning to write effective goals and practicing rational decision making, for efficient planning.
4. Learning to handle crisis situations

Session III

1. Identifying time wasters and barriers to effective time management.
2. Using time logs
3. Changing habitual behavior
4. Students will share their personal time management practices

WORKSHOP SYLLABUS

LESSON PLAN

A.	Course Title:	Time Management	B. Lesson 1
C.	Topic:	Introduction to Time Management	
D.	Prerequisite:	None	
E.	Performance Objective:	Student will become familiar with the concept of time management.	
	Activity	List all daily activities	
F.	Resources:	Handout	

LECTURE OUTLINE

A. Course Title: Time Management Lecture Number 1

I. Introduction To Time Management
   A. What is time management
   B. What is productivity

II. Know Your Working Style
   A. Approaching tasks
   B. Strengths
   C. Weaknesses

III. Define Goals and Objectives

IV. Flexibility

V. Barriers
   A. External
   B. Self imposed

LESSON PLAN

A.	Course Title:	**Time Management**	B. Lesson 2
C.	Topic:	Planning Effective Goals	
D.	Prerequisite:	None	
E.	Performance Objective:	Student will be able to list and identify the criteria for effective goals	
	Activity	In class participation of listing criteria for effective goal setting	
F.	Resources	Handout	

LECTURE OUTLINE

A. Course Title: Time Management Lecture Number 2

I. Effective Goals
   - A. Specific goals
   - B. Measurable goals
   - C. Worthwhile and Important goals
   - D. Consistent with the Corporation or Company goals

II. Prioritized Goals
   - A. Long term versus short term goals
   - B. Master List
     1. Dates for completion
     2. Work list
     3. Home list

III. Getting Focused
   - A. Organize work area
   - B. Organize files
   - C. Avoid interruptions
   - D. DO IT

IV. Efficient Planning
   - A. Identify and collect resources before beginning project
   - B. Outline details
   - C. Divide project into small sections
   - D. Prioritized sections
   - E. Rationale decision making

LESSON PLAN

A.	Course Title:	**Time Management**	B. Lesson 3
C.	Topic:	Time Wasters	
D.	Prerequisite:	None	
E.	Performance Objective:	Students will be able to identify and alleviate time wasters in the workplace.	
	Activity	In class participation	
F.	Resources:	Handout	

LECTURE OUTLINE

A. Course Title: **Time Management** Lecture Number 3

I. Time Wasters in the Workplace
   A. Interruptions
   B. Crisis management
   C. Procrastination and lack of discipline
   D. Disorganization
   E. Ineffective delegation
   F. Untrained or inadequate employees

II. Utilizing Spare Time
   A. Commuting Time
   B. Wait-in-line time

III. Importance of Time Logs
   A. Analyze time spent during day
   B. Helps to set priorities
   C. Reinforcement of new work habits

IV. How To Prepare Time Log
   A. Detailed entries of daily activities
   B. Record when things happen

V. Recognizing and Correcting Ineffective Time Management
   A. Identify problem area
   B. Develop strategy plan
   C. Start strongly with new habit
   D. Announce intentions
   E. Allow no exceptions

VI. Crisis Management
   A. Causes of crisis management
      1. Poor planning
      2. Procrastination
   B. Schedule tasks to be completed before deadline

TIME MANAGEMENT WORKSHOP

CONCLUSIONS

- Instructors need to be interactive and directly involved with the students
- Instructors need to promote active participation in class discussion by all students
- Instructors need to use a variety of student involved activities to stimulate interest
- The classroom should have minimal distractions or intrusions

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HANDOUTS

SESSION I

APRIL 1992

Exercise

In Order to set goals and objectives you need a clear understanding of your priorities both personal and work related.

1. What are your most important responsibilities?
   at work?

   at home?

2. What are the expectations of your supervisors?
   For your job performance/task completion?

   What are your expectations for job performance?

3. What personal achievements are important to you?

4. What are key quality of life priorities for you?

5. What type of relationships do you want with family?

Friends?

Co-Workers?

6. What do you want to accomplish at work in 6 months?

In one year?

7. What do you want to accomplish within the family in 6 months?

in one year?

8. What do you want to accomplish personally in 6 months?

in one year?

9. What is your long range career goal?

SESSION II

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3. **My Strengths**

Identify your resources, good points, skills that you can bring to bear on the problems. What do you have going for you physically, socially, mentally, intellectually, emotionally and spiritually? Does your lifestyle allow you to work from strength?

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4. **My Opportunities**
What courses are open that you have not tried? Be imaginative. not limite. "practicality". Take into account your attitude: "95% of all success is attitudi (Dale Carnegie). Get into your head that you are going to make life fit you mou instead of vice-versa, from now on.

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9. My Evaluation

A plan is organic and dynamic, in other words it grows with time, it changes the world and is changed by it. Test your ideas for creative coping. Make notes of the results. Run them back through the plan, then change the plan accordingly. Revise, keep what works, throw out what doesn't and invent new strategies. Use your own feedback to make mid-course corrections.

SESSION III

8 Steps To Rational Decisions

1. Define the decision or problem.

2. Establish objectives for the problem.

3. Collect and collate critical facts.

4. Develop the most viable alternatives and rate their relative effectiveness in achieving each objective.

5. Identify and assess potential negative consequences. Assess seriousness of each potential negative.

6. Select the best alternative based on the above criteria - the most effective accomplishment of objectives with the least negative consequences.

7. Monitor your progress and take timely corrective action for deviations.

8. Evaluate the finished product.

From:
About Time: A Woman's Guide to Time Management

Authors: Alec Mackenzie
Kay Cronkite Waldo

DATE: _____

GOALS LIST			
Goals: Long-term	Target Date	Date Achieved	Cost
Goals: Short-term			

"We cannot cause the wind to blow the way we want it to...

But, we can so adjust our sails that they will take us where we want to go."

– Unknown –